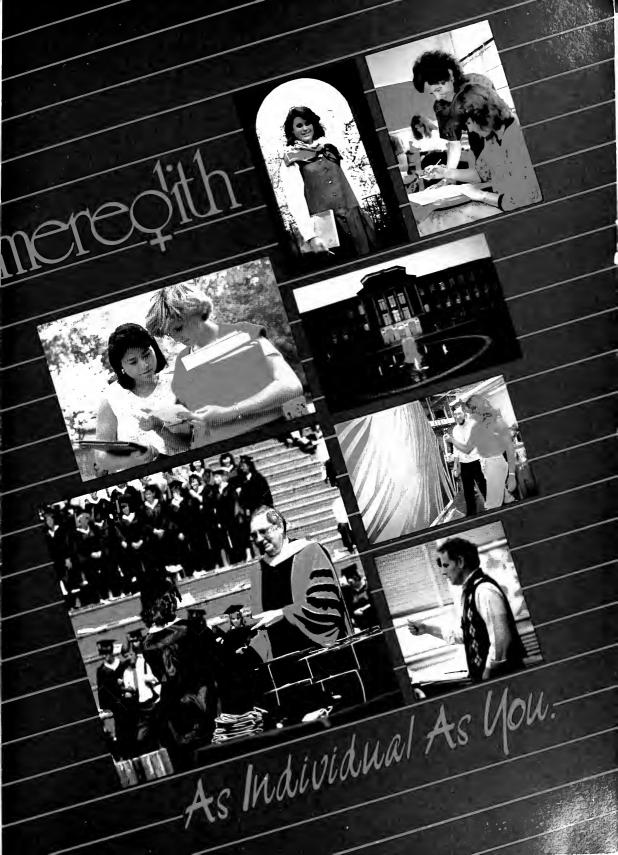




Meredith College Raleigh, NC 27607-5287







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# meredith

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# CATALOGUE REQUESTS

Requests for catalogues should be sent to, Office of Admissions Meredith College 3800 Hillsborough Street Raleigh, North Carolina 27607-5298.

A correspondence list may be found on page 172.

# NONDISCRIMINATORY POLICY

Meredith College admits women students of any age, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other schooladministered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.

### **CATALOGUE NOTICE**

Meredith College intends to adhere to the rules, regulations, policies, and related statements included, but reserves the right to modify, alter or vary all parts of this document with appropriate notice and efforts to communicate such changes.



#### PRESIDENT'S MESSAGE

Our freshmen of 1987-88 will graduate in the centennial anniversary year of Meredith's charter. They join the thousands of women of independent minds, abundant energy for change, and love of truth who, throughout this century, have permeated our culture with their uniquenesses. Through them, Meredith has made its statement to the world.

While students in the college community, these women enjoy the rights and privileges of full citizenship. They govern, they elect, they lead, they choose their academic courses from an exciting curriculum, they grow intellectually, emotionally, spiritually, and socially, they explore new thoughts and experience the treasured tolerance of difference of opinion.

That's how it is at Meredith, the largest private college for women in the southeast.

The Chronicle of Higher Education cites some of the advantages offered by women's colleges:

"Students attending women's colleges are more likely to attain positions of leadership, to become involved in student government, to develop high aspirations, and to persist to graduation. . . ."

"Students become more academically involved, interact with faculty frequently, show large increases in self-esteem, and are more satisfied with practically all aspects of the college experience. . . ."

"Women's colleges account for the top ten institutions cited by Everywoman's Guide to Colleges and Universities as providing the 'healthiest environment' for female students."

"The percentage of students at women's colleges majoring in such fields as chemistry, economics, mathematics, and physics—subjects that have traditionally been dominated by men—is two to three times the national average for women. . . ."

"Women's colleges were pioneers in setting up a variety of programs to meet the special needs of women. . . . "

I believe that the pioneers who founded the College and celebrated her charter in 1891 would rejoice with us in 1987-88 that a healthy Meredith is moving toward her centennial celebration still pioneering on the frontiers of knowledge.

John Edgar Weems, President





# Meredith: An Overview

#### HERITAGE

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the Biblical Recorder, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh home in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus with a library, classroom buildings, seven residence halls, a chapel, an administration building, a gymnasium, a college center, an auditorium, and other physical facilities that in design and function reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

#### **ACCREDITATION**

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music, the Council on Social Work Education, and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women.

# **PURPOSE**

Meredith is a women's college of high quality in the liberal arts—a college in which the Christian perspective is the integrative principle in the educational program and whose purpose is to provide experiences through which students will develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to help students aspire to and make a contribution toward "culture made perfect

Purpose Student Life

through the religion of Jesus Christ." In an atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals, to acquire sound knowledge in the arts, sciences, and humanities, to exercise creative imagination, to develop skills in analytical thought and communication, and to achieve a sense of life direction. Thus, students are prepared for leadership and intelligent citizenship, for productive work in the vocations and professions, for graduate and professional study, for good use of leisure, and for homemaking.

### A COLLEGE FOR WOMEN

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

In an environment conducive to self-discovery and development, Meredith educates women to lead in and contribute to society. In addition to sound academic instruction and opportunities for personal growth, the College offers special programs and study opportunities relevant to the needs of today's women. It also provides

education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual member of the community.

#### STUDENT LIFE

For the most stimulating learning environment possible, Meredith seeks a diverse student body. The approximately 1,800 enrolled students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students who return to college to continue their education help create a heterogeneous classroom atmosphere, thereby enhancing communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication between students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience—one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers her students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic

Student Life Graduate Programs



backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 190,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County school system. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is home to more than 20,000 college students.

# **CONTINUING EDUCATION**

Meredith is committed to encouraging in each student an appreciation of human

growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older—women who, as their lives unfold, continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special classes, seminars, and workshops (see page 62). They may undertake coursework for academic credit leading to an undergraduate or graduate degree (see page 61), or they may earn certification in a job-related field (see page 62).

The Office of Continuing Education helps adult women pursue these options at Meredith. In addition, it reaches out to the community as a whole with programs and services responsive to a wide variety of learning needs.

# **GRADUATE PROGRAMS**

Meredith offers three master's degree programs: Master of Business Administration (MBA); Master of Education (M.Ed.); Master of Music (M.M.) in performance and pedagogy and in music education. Full information is contained in a separate catalogue, available from the Office of Graduate Studies.

Faculty Curriculum



#### **FACULTY**

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 70 per cent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 45 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation

## HONORS PROGRAM

The Honors Program at Meredith is designed to offer the exceptionally bright and interested student the opportunity to engage in an enriched program of study. Through this program the intellectually gifted student is challenged to expand her

power of thinking—analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction, and to develop the many facets of her whole being. Details are on pages 55-57).

#### **CURRICULUM**

Meredith offers a curriculum designed to assist the student - living and working as a free person within a community of learners - in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 30 majors. Elective courses may provide for further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers seven degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Music, Master of Business Administration. Master of Education, and Master of Music.

#### INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those courses listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work with campus study. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount Manhattan College whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain whereby a student may earn a full semester's credit at approximately the same cost as on campus. There are departmentally-sponsored overseas programs. In addition, a student may arrange through special studies an

individualized program of study, or she may participate in programs sponsored by other institutions.

#### **CAREER DIRECTION**

Career opportunities for women are greater now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering 30 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, and with advice from their major department, students may custom design a cluster of courses which gives specific career direction to their required study in the arts, sciences, and humanities.

# Pre-Professional Studies

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

### Teacher Education

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to

provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

#### Social Work

The major in social work is accredited by the Council on Social Work Education and is offered with a Bachelor of Arts degree. For details, interested students should consult the Department of Sociology and Social work. (See pages 60 and 148-149.)

# Medical Technology and Physician Assistant

Meredith offers a degree program in medical technology in cooperation with the Duke Medical School and a degree program for the physical assistant in cooperation with Bowman-Gray School of Medicine. Details are available in the Department of Biology and Health Sciences, and on page 59 of this catalogue.

# Nursing Transfer Curriculum

Meredith's Bachelor of Science in Nursing Transfer Curriculum will enable currently licensed RNs to obtain the general education and science prerequisites needed for subsequent admission to BSN completion programs in other institutions. The curriculum is especially designed for women over 23 who hold an associate degree or diploma in nursing and who are seeking to prepare themselves for the professional level. For more information, see pages 59 and 82.



# Professional Communications

The Concentration in Professional Communications is a program offered through the Department of English for students interested in a variety of careers in communications, including journalism, broadcasting, public relations, and fundraising. Though designed to emphasize the print media, this program can accommodate those students with interests in radio and television. More information is available through the Department of English and on page 60.





# Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national and ethnic origin, or handicap.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to her oncampus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other Southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and

private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial assistance.

### FRESHMAN ADMISSION

# Requirements

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the \$15 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the \$15 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

# Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

Meredith takes a flexible approach to course requirements for admission. The

Freshman Admission

College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12. Her program should include four units in English and at least nine additional credits chosen from English, foreign language, history, social studies, mathematics, and natural sciences. To prepare for the academic program at Meredith, a prospective student should take a strong college-preparatory program throughout high school. Careful attention is given to the applicant's grade average on the academic subjects.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class over 65 per cent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student who wishes to enroll and who shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

#### Scholastic Aptitude Test

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the SAT of the College Entrance Examination Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 592, Princeton, New Jersey 08541. While SAT scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language or some other measure of competency may be requested in addition to or in lieu of SAT scores. (Foreign students, especially those who will be traveling on a student visa, should see page 20 for testing expectations.)

#### Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide names of a school official, a teacher who has taught her in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions sends forms for the references to use in providing recommendations to support the application.

#### Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in

order that any special accommodations that might be necessary can be arranged by the College.

#### Interview

Although an admissions conference is generally not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 172.)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student

Freshman Admission

planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 33.)

#### Credentials for Adult Students

A woman 23 years of age or older, who wishes to enter a degree program, may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a prearranged program as a re-entry student. If she chooses to meet freshman admissions requirements, she may in some instances be advised by the Office of Admissions to substitute other standardized test scores for the SAT. If she wishes to take advantage of the opportunity to enter initially as a re-entry student, her academic performance at Meredith, while in that category, becomes the primary criterion for gaining admission to the degree program. (See pages 22 and 61.)

# Early Decision Plan

A student who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan. Such a student must file her application by October 15 of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the SAT prior to her senior year.

The College takes action on early decision applications by November 15 and notifies each candidate immediately of the decision. Accepted students are required to make by December 15 a \$100 advance deposit, a non-refundable payment that applies toward freshman year expenses. For information about applying for an early decision on financial aid, see page 30.

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. Such a student is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith. The Early Decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

# Regular Admission Plan

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.



Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a \$100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a \$100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

# Advanced Placement and Credit

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special

departmental examination; an Advanced Placement Examination of the College Entrance Examination Board; and/or a general examination of the College-Level Examination Program of the College Entrance Examination Board. Further information about these opportunities may be obtained by writing the Office of Admissions.

# Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

Transfer Admission

### TRANSFER ADMISSION

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, Bible or nursing schools. There are particular procedures and requirements for applicants from these institutions. (See page 20.)

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See page 68, Residence Credit Requirements.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. See page 55 for information regarding credit requirements for a second degree program.

# Requirements

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

An applicant having less than 30 semester hours of college credit at the time of application must also meet freshman admissions requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having 30 or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. Information about the health record is found on page 15.

# Credentials for Adult Students

A woman 23 years of age or older, who wishes to enter or resume a degree program begun earlier, may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a prearranged academic program as a re-entry student. If she wishes to enroll as a re-entry student before completing the admissions process, her academic

Transfer Admission

performance at Meredith while a re-entry student becomes the primary criterion for gaining admission to the degree program

#### Procedure

(See pages 22 and 61.)

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable \$15 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

Applicants for fall or spring are responsible for having an official transcript sent to Meredith from each college or university attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. The student must provide the names and addresses of her previous dean of students (or similar official), a college professor, and a third person of her choice. The admissions staff sends the student a reference form to forward to the dean of students, and sends forms for the other references to use in providing recommendations.

Fall transfer application evaluation begins in late February if all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out as quickly as possible after the evaluation process begins. An accepted student for fall must pay a \$100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by late October if all required credentials are on file. Decisions continue on a rolling system of admission after the evaluation process begins. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later.

# Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described on pages 18-19. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a

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Transfer Admission
International Students



report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted. See page 70 for a description of the evaluation of credits from technical, business, Bible, and nursing schools. Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

# Evaluation of Credit

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 69, 70, and 71 for information about credit regulations. Special attention is called to the maximum credit accepted from a two-year college (66 semester hours) and from a nursing school (35 semester hours). Attention is also called to the statement about the minimum number of semester hours, including courses in her major fields, that a student must take at Meredith.

#### INTERNATIONAL STUDENTS

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received: and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language, which is administered by the College Entrance Examination Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. For her own benefit, the student should be certain that she has adequate health and accident insurance before traveling to the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited.

International Students
Re-Admission of Former Students

Each year there are a few scholarships ranging up to \$2,000, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Further information and application materials are available from the Office of Admissions.

# RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. A special application, obtainable from the Office of Admissions, and a \$5 nonrefundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for readmission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. (See page 74 for a description of the academic retention policy.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for readmission.

A student who is approved for readmission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to reenrolling at Meredith, the registrar will consult with the appropriate departmental head.

A former Meredith student who is 23 years of age or older may wish to follow the procedure for adult students described on page 22 before applying for re-admission.

Part-time Students
Special Admissions Program

#### PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

#### SPECIAL ADMISSION PROGRAMS

# Special Students

Special students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

- A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
- A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
- A college graduate wishing to pursue a teacher certification program files an application and an official transcript

- with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the certification program. (See II. B. on page 91.)
- A student who is 23 years of age or older and is interested in completing a Meredith College degree may enroll as a re-entry degree candidate without fulfilling regular Meredith admission requirements. This student enters through the Office of Continuing Education where a program of a maximum of 15 semester hours credit is planned for her. This prearranged program serves as an admission criterion for subsequent application for regular admission. The credits earned as a reentry degree student will be applied toward the student's degree if she is admitted as a degree candidate.
- 5. A student who is 23 years of age or older and not interested in completing a Meredith College degree may register for courses for credit as a special student. This student registers in the Office of the Registrar on the opening day of the term.
- 6. A student applying for admission to the Bachelor of Science in Nursing Transfer

Curriculum enrolls as a re-entry student through the Office of Continuing Education (see 4). She must be a registered nurse holding an associate degree or a diploma in nursing. Evidence of current North Carolina licensure is required.

# Senior Scholars Program

High School senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

# CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

# ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (See page 41 for a description of the

program and page 152 for the date new students are expected to arrive.) All freshmen and transfer students are expected to take part in the orientation program. Information about this program and the opening of residence halls is sent in late July to all new students by the Office of Dean of Students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of the residence halls is sent to the student after she is accepted for admission.

#### SUMMER SESSION

During the summer, the College operates three three-week terms. (See page 170 for dates.) Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar. See page 23 for information about the Senior Scholars Program for rising high school senior women in the local area.



# **Finances**

Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable rates.

The College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall (see page 150 for a description of the residence halls), the cost of three full meals a day for seven days a week in the dining hall, and routine services from the infirmary. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

Each dormitory room is equipped with a telephone. There is a semester charge for equipment rental. Long distance service is billed monthly. There is no installation fee.

# **TUITION AND FEES**

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Special students are non-resident students taking credit courses but not pursuing a degree; their tuition charges are determined by their course loads.

#### Full-Time Students

(12-18 credit hours and all resident students)

	Se	mester	)	(ear
Resident Students Tuition	\$	2.175	\$	4,350
Room, board, and		,		
infirmary		1,050		2,100
	\$	3,225	\$	6,450
Commuting Students				
Tuition	\$	2,175	\$	4,350

#### Part-Time Students

(1-11 credit hours)		
Tuition (for credit or audit)	\$145 pe	r credit hou

### Additional Course Fees

Applied Music	
Full-time students	
1 half-hour lesson weekly	\$ 65
2 half-hour lessons weekly	
Class lessons in piano	\$ 60
Class lessons in guitar	\$ 60

Credit in excess of 18 hours . . . . . \$145 per credit hour

#### Part-time students (for credit)

Tuition of \$145 per credit hour plus the following fees:

1 half-hour lesson weekly	\$ 65
2 half-hour lessons weekly	
Class lessons in piano	\$ 60

D		
Part-time students (no credit)  1 half-hour lesson weekly	¢	100
2 half-hour lessons weekly		380
Theory-musicianship classes	Ψ	300
Students taking private applied		
lessons at Meredith no char	rge	
Students not taking private applied	•	
lessons at Meredith	\$	30
Class lessons in piano 1 hour per week	-	110
Class lessons in guitar 1 hour per week	\$	110
Suzuki violin classes - 45 minute lesson	_	
weekly (group) weekly (private)- 1 half-hour lesson		130 185
Pace piano classes - two 45 minute classes	Ð	100
per week	\$	240
Art	•	
Studio fees vary from \$15 to \$75 per course		
to cover expendable materials.		
Education		
EDU 439 – Student Teaching	\$	75
Equitation		
Full-time students		
2 lessons weekly	\$	160
Part-time students	<b>.</b>	1/0
1 lesson weekly		
•	Φ,	270
Home Economics		
HEC 455 - Home Management		
Non-Residents		
Married Students	\$	20
Photography		
All black and white courses	\$	50
Physical Education		
Golf, bowling, racquetball, and snow skiing fees are set at the beginning of each		

semester.

#### Auditing Courses

Full-time students		. no charge
Part-time students	\$145 per o	redit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, art supplies, gym clothes, and other instructional expenses are not included in the above charges.

# Resident Damage Deposit

A Resident Damage Deposit of \$50 shall be paid by each resident student upon enrollment at Meredith College. The \$50 deposit, minus any charges, will be returned to the student upon graduation or withdrawal from the college.

If at any time the charges against the deposit exceed \$30, the student will be assessed whatever amount necessary to return the deposit to the original \$50.

Deposit funds are held in an escrow account and earned interest is credited to the Meredith College Parents' Association.

# Special Fees

Application fee for new students	\$	15
Application fee for students seeking		
re-admission	\$	20
Record evaluation	\$	5
Graduation fee	\$	20
(partially covers direct cost of graduation)		
Transcripts	0 ea	ach
Breakage fee		
Students will be billed for unjustifiable		

damage to college property.

Commuting

#### 

#### \$ 100 Advance Payment At the beginning of the first semester 1,512.50 1,087.50 In the middle of the first semester\* 1.612.50 1,087.50 At the beginning of the second semester 1,612.50 1,087.50 In the middle of the second semester\* 1,087.50 1,612.50 \$6,450,00 \$4,350.00

Resident

# TERMS OF PAYMENT

# Payment Schedule

Application fee	\$15
Advance payment for all entering	\$100

Students who are accepted on the Early Decision Plan must make payment on or before December 15. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$15 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning students . . . . . . \$100 All returning resident students must make this deposit before February 15. The fee will be credited to the returning student's account. For resident students who withdraw after the payment of the deposit, \$85 will be refunded if the request is received by May 1.

\*Charges for additional fees are added to the midsemester payments.





### Tuition Remission for North Carolina Residents

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1986-87 was \$1,000.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar. The grant will be credited to her mid-semester bill for each semester in which she qualifies.

# Deferred Payment Plan

For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment program is available through Academic Management Services, Inc. 1110 Central Ave., Pawtucket, Rhode Island 02861

# Refund Policy

If a student withdraws or is dismissed from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Refunds due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the Registrar.

The same refund policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop courses.

Board will be refunded on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No refund will be made for room charges.

If a student is receiving financial assistance, the accounting office first determines the total amount of refund that is in order according to the formula stated above and then prorates the amounts to be repaid to the various aid funds and, if applicable, to her or her parents. Refunds will be made to the following funds and sources in the sequence listed: (1) NDSL, (2) SEOG, (3) GSL, (4) Pell, (5) NCSIG, (6)

Terms of Payment Financial Assistance

NCLTG, (7) Meredith, (8) NC Contractual and (9) Student/Family. Meredith follows Federal and State regulations in determining the percentage and amount refunded to each of the funds. Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

# Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

## FINANCIAL ASSISTANCE

Meredith offers a student assistance program which seeks to help meet the financial need of each student. All students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshmen and transfer applicants, on-campus and commuting

students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, or handicap. A foreign applicant should consult page 20 for assistance available to students from other countries.

# Principles and Procedures

# The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith financial assistance application and a Financial Aid Form (FAF) to the College Scholarship Service (CSS).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated \$1200 for books and supplies and miscellaneous personal expenses, including transportation. The

Financial Assistance

educational cost used by the financial aid office in its calculation of need for an oncampus student for 1987-88 is \$7,650. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$2400 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1987-88 is \$6,750. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by conferring with the financial aid officer.



#### Application procedures

An entering student who wishes to apply for any kind of financial assistance should proceed as follows before February 15:

- Return a Meredith financial assistance application to the financial assistance office. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial assistance.
- 2. Have her parents submit a Financial Aid Form (FAF) to the College Scholarship Service (CCS), designating Meredith (code number 5410) as an institution to receive a copy. The FAF may be obtained from her high school counselor or her college financial assistance office.

The student who is applying for admission under the Early Decison Plan and who wishes an early decision on financial assistance should proceed as above before October 15 of her senior year. If all required forms are received on time, she will be informed about her assistance by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial assistance must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows before February 15:

- 1. Obtain from the financial assistance office a Meredith financial assistance application and a FAF. Have her parents complete the FAF and assist her in completing the financial assistance application.
- Return both forms to the Office of Scholarships and Financial Assistance, along with a check made payable to the College Scholarship Service to cover its processing fee. The FAF and accompanying check will be forwarded by the College to CSS for processing.

Entering and returning students should note the priority dates. Applications filed after those dates will be considered as funds allow. Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available in the Meredith financial assistance office. It is the responsibility of the student to see that the form(s) is/are completed.

#### The Award

The financial assistance office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

#### Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of assistance awards by December 1. Returning students can expect notification concerning awards by mid-April.

## Payment of Award

Scholarships awarded by Meredith are credited automatically to the student's college account. For federal grants and loans, receipts are issued to the student and held in the accounting office for the student's endorsement and crediting toward her account.

The accounting office issues monthly checks during the school year to students having campus jobs.

Financial Assistance

#### Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues to help her if her need persists and she is making satisfactory progress as specified in a statement available in the Office of Scholarships and Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

## Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a fultime student is responsible for advising the financial assistance office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her assistance application. Other responsibilities of an assistance

recipient include completing all forms and special applications requested by the financial assistance office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith. In order to be eligible for most federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

# Types of Assistance Competitive Scholarships

Meredith College Academic Scholarships

These awards, first offered in 1984-85, are made available by gifts to endow scholarships to recognize students having superior academic ability, achievement and promise. Outstanding freshman candidates are selected to receive the awards, which were valued at \$2,000 per year in 1987-88. The scholarships are renewable for a total of four years, provided the recipient maintains satisfactory academic progress in a full-time

program of study at Meredith College. At least five scholarship awards are available each year for entering freshmen having superior credentials. These awards will, in some instances, carry the name of a particular endowment fund.

Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from \$500 to \$1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the

Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

A.J. Fletcher Scholarship Robert H. Lewis Scholarship Music Talent Scholarship

Each year three A.J. Fletcher Scholarships, one Robert H. Lewis Scholarship and three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarships are for \$1,250 per year. The Robert H. Lewis Scholarship is for \$1,000 per year. The Music Scholarship varies from \$500 to \$1,500 per year according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents



must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical ability, previous performance, and potential achievement in the field of music. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music and the Performing Arts; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

An A.J. Fletcher Scholarship, a Robert H. Lewis Scholarship, or a Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

## General Scholarships

Meredith provides a number of general scholarships for entering and continuing students with financial need.

## North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the State. For a student to be eligible for such an award, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

## **Acteens Studiact Scholarships**

This scholarship program is available to North Carolina students who have advanced in the achievement plan of the Acteen missionary organization of Southern Baptist Churches. The scholarship is for \$200 to \$400 per year depending upon the Acteens achievement level the student has obtained.

Studiact Level of Achievement Oueen or Servic		Four-Year Total Value
Aide*	\$200	\$ 800
Queen with a	,	*
Scepter	\$250	\$1,000
Queen Regent	\$300	\$1,200
Queen Regent in	l	
Service	\$350	\$1,400
Service Aide**	\$400	\$1,600

<sup>\*</sup>Service Aide independent of other levels of achievement

<sup>\*\*</sup>Service Aide in addition to the other four levels of achievement

Financial Assistance

Applications are available from Director of Acteens, North Carolina Baptist Convention, P.O. 26508, Raleigh, N.C. 27611-1107.

### Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of \$100 on her expense for the year.

## **Endowed Scholarships and Loans**

Friends of Meredith have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. The loan funds are used as needed for meeting financial need. Scholarships and loans are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship or loan.

Earnings from the following funds are available for loan purposes:

The Elizabeth Avery Colton Loan Fund
The Louis M. Curtis Loan Fund
The Dr. and Mrs. O.S. Goodwin Loan Fund
The Mabel L. Haynes Loan Fund
The Betty Hewlett Hurst Loan Fund
The John W.M. Hicks Loan Fund
The Mr. and Mrs. John Billingsley Ingram Loan Fund

The Henrietta S. Jarman Loan Fund
The Edna Tyner Langston Loan Fund
The Masonic Loan Fund
The Helen Josephine Neal Loan Fund
The Old Student Loan Funds
The Olive Chapel Loan Fund
The William H. Reddish Loan Fund
The Ada Middleton Stanback Loan Fund
The W.A. Thomas Student Loan
The William C. Vick Loan Fund

The following scholarships are also available:

Iames Larkin and Iona Mae Ballou Trust Dr.J.T.J. Battle Scholarship Fred C. and Irene Bonhardt Scholarship Annie and John Bostic Scholarship Charles Brewer Scholarship Love Belle Brewer Scholarship Margaret Highsmith Brown Scholarship James E. and Mary Z. Bryan Scholarship Maude Bunn Scholarship Ruth Deaton Burnett Scholarship E.N. Carr Scholarship Z.M. Caveness Scholarship Clancey Memorial Scholarship Edwin S. and Goldie Coates Scholarship Isabelle Coleman Scholarship Iames Collier Scholarship Elizabeth Avery Colton Scholarship Beulah Rimmer Craig Scholarship Craig-Davis Honors Scholarship K.G. Davenport Dapore Scholarship Essie Dale Hunter Dickson Scholarship Elizabeth James Dotterer Scholarship Durham Corporation Education Endowment Fund Lucille Lawrence Ellis Scholarship Myrtle Hart Farmer Scholarship

Hester P. Farrior Scholarship Lucy Teague Fassett Scholarship Lillie Grandy Scholarship Addie Jones Hall Scholarship Fuller B. Hamrick Scholarship Iulia Hamlet Harris Scholarship Shearon Harris Graduate Scholarship Mattie Ienkins Henderson Scholarship Paula Green Hester Scholarship Ella Greenwood Holcomb Scholarship Sally Wills Holland Memorial Fund Ruth Tucker Holleman Scholarship M.A. Horner Scholarship Mabel Andrews House Scholarship Nannie Willis Hunter Hattie McCauley and Arthur James Scholarship Mary Lynch Johnson Scholarship Moses S. Jones Scholarship William W. Lawrence Scholarship Ida Belle Ledbetter Scholarship Robert H. Lewis Scholarship Mr. and Mrs. W.H. Matthews Scholarship Quentin Oliver McAllister Scholarship Mona Blevins McGilvray Scholarship Wilma L. McCurdy Scholarship Ralph McLain Memorial Fund Margaret Mason McManus Scholarship Leroy Martin Scholarship Charles E. Merrill Scholarship Charles S. Mitchell Scholarship First Baptist Church New Bern Scholarship Nancy Newlin Memorial Fund Mary Crawford Norwood Scholarship Margaret Faucette Parker Music Scholarship Elizabeth Fleischman Patrick Scholarship Perry-Harris Scholarship Carolyn Peacock Poole Scholarship Ida Poteat Scholarship Theodore Presser Scholarship

Thomas B. Pruitt Scholarship
Z. Smith Reynolds Scholarship
Royster-Parker Scholarship
Ellen Amanda Rumley Scholarship
Ruth F. Singleton Scholarship
Oliver Larkin Stringfield Scholastic Fund

### Campus Employment

A variety of on-campus jobs provide a financial assistance resource in the form of campus employment. For the assistance recipient, the estimated earnings are included in her assistance award. Compensation, at minimum wage, is paid monthly directly to the student. Freshman are generally not allowed to work on campus.

## Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled for at least six semester credit hours, and must be making satisfactory progress toward graduation.

#### PELL Grant

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. All assistance applicants must apply for a PELL Grant.

No separate application is required as the Financial Aid Form (FAF) to the College Scholarship Service serves as the application when it is properly completed. Following an analysis of the FAF a Student Aid Report (SAR) is sent to the student. The student is required to send the SAR to the Meredith Scholarships and Financial Assistance Office regardless of her eligibility.

# Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with analyzed financial need.

# Perkins Loan (formerly NDSL)

This program, funded by the federal government and administered by Meredith, makes available low-interest loans to students with financial need. A student is obligated to repay the loan with interest within a 10-year period. Repayment begins six months after graduation, at termination of study, or at reduction to less than half-time study.

## College Work-Study Program

Many of the students assigned to campus employment are participating in the federally-sponsored College Work-Study Program.

#### Guaranteed Student Loan

Under this program, a student may be eligible to borrow as much as \$2,625 for each of her first two years of college and up to \$4,000 for the third and fourth years. The federal government will pay interest on the loan while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time. If the student is a legal North Carolina resident, she may obtain an application by writing College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. If the student lives out of state, she should inquire about the source of applications from the Department of Education of her state of legal residence.

Financial Assistance

### Supplemental Loans for Students

Self-supporting students (by definition of federal law), graduate students, or a dependent student under special circumstances may apply for the SLS. Under this program there are no income restrictions, but the borrower must demonstrate ability to make the required monthly payments. The maximum yearly amount of the SLS is \$4,000. Applications and details are available from College Foundation, Inc.

#### North Carolina PLUS Loans

The North Carolina PLUS (N.C. PLUS) Program is part of the nationwide PLUS Loan Program established by Congress in 1980.

Parents of dependent students may borrow under N.C. PLUS. Under this program there are no income restrictions, but the borrower must demonstrate ability to make the required monthly payments.

Parent(s) of a dependent student may borrow up to \$4,000 per year. Applications and details are available from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, N.C. 27605.

## North Carolina Legislative Tuition Grants

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1986-87 was \$1,000.

## North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. To apply, the student must list N.C. Student Incentive Grant (code number 0742) on her Financial Aid Form (FAF). College Foundation will send the eligible student a supplementary form to complete.

## North Carolina Prospective Teachers Scholarship Loan Fund

A limited number of awards are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.



Detailed information concerning this scholarship-loan program may be obtained from the high school guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina 27611,

#### Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina 27611.

## Veterans, Benefits

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.



# Student Life

The quality of student life at Meredith is important to its student community. There is a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of total education, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity—and the responsibility—students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues and student self-governance. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division of Student Development. Student support services

include admissions, financial aid, dean of students, residence halls, residence directors, campus ministry, developmental counseling, student activities, guidance and counseling, career services, health services, and community resources.

### STUDENT ORIENTATION

An in-depth and diversified program of orientation for new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resources.

The Student Handbook is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

# CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Dr. Alex Haley, author of Roots; Don Angle, designer, maker and harpsichordist; Jules Whitcover, syndicated columnist; Virginia Knauer, chairperson of the President's Committee on Consumer Affairs; Former President Jimmy Carter; and Guy Doud, National Teacher of the Year.

Touring drama, music and dance companies such as The Academy Theatre, Yale's Society of Orpheus & Bacchus, and the Edith Stephen Dance Company also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area. Also Meredith College has a strong focus on dance instruction and performance with recitals each year such as the Bill Evans Dance Solo Performance and other Meredith and guest performance musicians.

Meredith students also perform in the Raleigh area and on tours. Four groups directed by the music faculty—the Meredith Chorus, the Meredith Chorale, and the Meredith Ensemble—appear in concert regularly throughout the college year. The Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on-stage. Recent offerings in the series have included *Hello Dolly*, Jane Austen's *Emma*, *Vanities*, *The Sound of Music*, and Tales of the Jazz Age.

Several on-campus social activities for students are coordinated through the efforts of the Meredith Entertainment Association, which works to bring a variety of entertainment to the Meredith campus. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Christmas dinner. campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

Student Honors Student Responsibility

## STUDENT HONORS

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year; full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on pages 73 and 74.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for

biology students, and Kappa Omicron Phi for home economics, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, and Sigma Delta Pi for Spanish.

Students who excel are recognized for academic acheivement and other accomplishments by various departments and clubs on Awards Day each spring.

#### STUDENT RESPONSIBILITY

The faith that Meredith places in her students as responsible, contributing members of the College community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

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Student Responsibility
Student Government Association

## Honor System

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

# STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government

Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups—the elections, residence hall, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

# Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee, confers with the SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. A condensation of the material in this publication is sent to all entering students in the summer prior to matriculation in August.

## Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct attention and study to the concerns and the

Student Government Association Religious Life



well-being of the students; to give consideration to spiritual, recreational, and health needs of the students; to study and review student organizations; and to review periodically all student regulations.

### STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, three college publications are edited by students. The Herald, the student newspaper, is published weekly for the purpose of communicating information and voicing student opinion. The Acorn, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is entitled Oak Leaves.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. Some of the more active clubs and organizations on campus include Barber Science Club, Association for Black Awareness, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, Meredith International Association, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Chapter of the Student National Education Association, Young Democrats Club, College Republicans Club,

Cooperative Education Club, and American Society for Personnel Administration (ASPA).

#### Societies

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

## **RELIGIOUS LIFE**

As a reflection of Meredith's Christian heritage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of the students' lives. One such service is provision of the Seby and Christina Jones Chapel as a place for weekly campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the campus minister. The campus minister is available to the college

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Religious Life
Intercollegiate Sports



community for conversation or counseling pertaining to religious questions, religious vocations, or personal problems.

The Wednesday worship services are an integral part of campus life which contribute to the spirit of the community, as well as campus spiritual life. The period from 10:00 to 11:00 A.M. on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are Religious Emphasis Week and the Staley Distinguished Christian Scholar Lecture Series. Both of these events seek to bring outside resource people to the campus to address pertinent matters of faith and to dialogue with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the campus minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

## **RECREATION**

At Meredith there is a variety of recreational activities available for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extra-curricular sports activities, with court space for games

such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. A fully-equipped weight room is available for athletic training and general conditioning for the Meredith student. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a softball diamond, and riding facilities. Nearby golf courses and ranges are often used by the students. In addition, ping pong and pool tables are set up in the Cate Center. Equitation is a popular feature of the physical education program with instruction available on levels ranging from beginner to advanced. Students who wish to board horses may inquire through the business office. The Meredith Recreation Association coordinates organized intramural activites, along with other special recreational events.

## **INTERCOLLEGIATE SPORTS**

Intercollegiate sports are an important part of Meredith student life. Students have an opportunity to compete in five intercollegiate sports: golf, tennis, basketball, volleyball, and softball. Meredith is an active member of the National Collegiate Athletic Association (NCAA), Division III, which is a non-scholarship division. Competition is not limited to other Division III schools, nor is it limited to NCAA affiliated schools.

#### RESIDENCE

Meredith students under the age of 23 may choose to live on campus or to reside with their parents, husband, or (with special permission) a close relative. Senior and junior students and transfers accepted for those classes may, on occasion, be given special permission by the dean of students to reside off campus.

Campus housing is available only to full-time students (carrying a minimum of 12 credit hours) under the age of 23. Any full-time student residing on campus who reaches the age of 23 during an academic year may complete that year on campus, but will not be eligible for on-campus housing thereafter, unless she entered Meredith prior to the age of 21 and is completing a continuous four-year academic program.

Seven residence halls are available for oncampus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. The newer residence halls are air-conditioned and completely carpeted.

Freshmen are usually assigned to Carroll, Carroll Annex, Stringfield, and Vann residence halls, transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the dean of students by early summer. Preferences are honored whenever possible.

Housing assignments are usually mailed to the new students in the latter part of July.

Upperclass students serving as Resident Assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as Resident Assistants of the other residence halls. Two Resident Directors are employed to live in the freshman residence halls and are available to students at all times; four other Resident Directors are available to the upperclass students.

# Non-Resident Student Life

The non-resident student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The fireside lounge in the Cate Center is designated for non-resident student rest, study, and relaxation. It is the center of non-resident student activity and communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar in the Cate Center or the Belk Dining Hall.

### **HEALTH CARE**

Health care is under the general direction of the director of health services. The Health Center is served on a regular basis by two local physicians with registered nurses on duty or on call 24 hours a day. The college physicians have designated office hours in the Health Center when students may see them. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to physicians off the campus or to family physicians. It is the purpose of the physicians and nurses to prevent illness by means of informing the students about good health practices.

## **COUNSELING**

# Career Planning

The Office of Career Services, located in Cate Center, offers vocational counseling to students who are undecided about their courses of study or career plans and to those preparing for access to a career field. Information is available on employment, interviewing, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. Vocational interest tests may be taken if needed. A career planning seminar, open to all students, is offered during the fall and spring semesters. Senior workshops and on-campus recruiting by employers are available to seniors as they begin to implement their plans for graduate study or careers.

## Academic Advising

The College provides guidance to students in the planning of their individual academic programs. See pages 9 and 66 for further details.

# Personal Counseling

Professional counselors are available to talk confidentially with any student who has a personal concern of any kind—academic, vocational, or social-emotional. In addition to the counseling service provided on campus, the counselors also have information about available off-campus resources which may be pertinent to

students' needs. Students are encouraged to stop by the counseling offices any time during the day, or to call and arrange an appointment. The counseling offices are located on the second floor of Cate Center and in Jones Chapel.



# Personal Growth and Counseling Center

Located in the Cate Center, the Personal Growth and Counseling Center was established in August, 1983 to meet the growing needs of students for personal and group counseling opportunities. In a warm and relaxing atmosphere, students are encouraged to use the center's extensive collection of both reading materials and tapes. The counseling staff is available for personal counseling and testing at the request of the individual student.

Programs encompassing a wide range of topics dealing with personal growth and development are also offered through the center. The relaxation room invites students and staff throughout the day.

## Freshman Seminar

All freshman are required to attend Freshman Seminar during fall semester at 10 A.M. each Monday. Sessions are offered which will enhance the academic, social, and personal adjustment of the student to college life.



# Academics: Programs and Regulations

Meredith offers three undergraduate degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 13 departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. Area distribution requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

The College also offers graduate degrees in Business, Elementary Education, and Music—the Master of Business Administration, the Master of Education, and the Master of Music. These degrees are designed to provide professional competence in the workplace. Complete information is

contained in a graduate catalogue available in the Graduate Studies Office.

### CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence.

### **DEGREE PROGRAMS**

Requirements for All Degrees

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted; (2) all courses attempted at Meredith; and (3) all courses attempted at Meredith in her major subject(s).

# Requirements for the Bachelor of Arts and Bachelor of Science Degrees

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of all of the capacities for human

knowledge – sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 54.

## Area distribution requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery

of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts, social and behavioral sciences, mathematics and the natural sciences, and health and physical education.

- - - B. Foreign language . . . . . . . 6 credit hours (Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
    - C. Literature . . . . . . . . 6 credit hours
      - 1. A 3-hour course in major British authors.
      - A 3-hour course in English, American, or world literature; or any literature course in a foreign language.
    - D. Religion . . . . . . . . . 6 credit hours
      - 1. A 6-hour introduction to the Old and New Testaments or
      - A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.

E.	Elective 6 credit hours
	Must include at least two of the following
	categories: art; dance theory or history;
	music; philosophy; speech; theatre

- II. Social and behavioral sciences . . . . . . 12 credit hours
  - A. History of Western

Civilization . . . . . . . . . . . . 3 credit hours

- B. Electives . . . . . . . . . . . . 9 credit hours Must include at least two of the following categories: economics, cultural geography, sociology and anthropology, politics, psychology. Additional choices may be from any of the social and behavioral sciences, including history.
- III. Mathematics and

natural sciences . . . . . . minimum of 13 credit hours

- A. One laboratory course chosen from biology, chemistry, or physics . . . . . . . . . . . . 4 credit hours
- B. One course in mathematics . . . 3 credit hours
- IV. Health, physical education,

Note: Education methods courses may not be used to satisfy area distribution requirements.

## Major requirements

As soon as feasible, but no later than the end of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a

subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of certification. These must be indicated on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.



Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 77-149.

#### Bachelor of Arts

American civilization

art biology chemistry economics English French history international studies mathematics

music political studies psychology religion social work sociology Spanish speech/theatre

Bachelor of Science

biology business administration

business administration chemistry health science home economics mathematics mathematics/computer science medical technology Bachelor of Music applied music music education

Teacher education is described on pages 91-115.

## Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contractual major.

### Interdisciplinary Majors

Interdisciplinary majors other than those listed among the regular majors may be pursued by a student through one of the academic departments and with the permission of the Academic Council.

Departments will, in most cases, design these majors according to the following guidelines: (1) 36 semester hours, (2) a unifying theme, (3) a core-discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines, (4) a three hour senior project, and (5) a minimum of 18 hours on the 300-400 level.



Degree Programs The Honors Program

# Requirements for the Bachelor of Music Degree

Detailed requirements for the Bachelor of Music degree with a major in applied music, or music education are given on pages 139-144.

# Requirements for a Second Baccalaureate Degree

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

- 1. She must meet all the requirements for the second degree.
- 2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

### Minors

A student may choose to complete a minor area of concentration but she is not required to do so. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

## THE HONORS PROGRAM

The Honors Program offers the intellectually gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately twenty entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special

The Honors Program

honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest.

## The Honors Curriculum

The four-year honors curriculum of twenty-eight credit hours represents one-fourth of the total number of hours required of all students for graduation at Meredith. It includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components.

## Prescribed Honors Courses......7 hours

To help participants learn to think rigorously and to communicate precisely, the following two courses are required.

## Honors Writing Course (3 hours)

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for the honors students. This course fulfills the English 111 requirement for graduation.

### Honors Laboratory Science (4 hours)

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. The special honors course will be rotated among the various options - biology, chemistry, and physics.

## Honors Colloquia ......6 hours

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect -- to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the decriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the

appropriateness of each upcoming colloquium for her general needs and interest.

## Honors In The Major Field . . . . . . . . 6 hours

To heighten the participant's understanding of the knowledge skills and tools of her major discipline, each honors student will complete at least six credit hours in honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department
- Contractual work for honors credit in regular courses offered by the department
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to the department's approval of their relation to the major field

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Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as area distribution, major, or elective credit. Courses options include:

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses

- Regularly scheduled courses for which the student contracts for honors work and credit
- Independent study

# Honors Thesis Or Equivalent Project ......................... hours

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) concerned and the Honors Committee. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

### CAREER DIRECTION

A firm grounding in the arts, sciences, and humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, social work, accounting and communications which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see page 48).



# Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

# Medical Technology Program

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Arts degree. The program at Duke is a CAHEA approved program, and graduates are eligible for national certification. Career opportunities in hospitals, laboratories, research, public health facilities, and educational institutions are widely available. For specific requirements see page 82.

# Nursing Transfer Curriculum

Meredith College provides a special opportunity for RNs, currently licensed in North Carolina, to obtain the general education and science prerequisites for subsequent admission to BSN completion

programs elsewhere. Such students, who would hold an associate degree or diploma in nursing, enter Meredith through the reentry option provided by the Office of Continuing Education (see pages 22 and 61). The transfer process is racilitated by advising which focuses on personal and career goals, and by consultation with three nearby BSN-granting institutions to select appropriate courses. For more information, see page 82.

# Physician Assistant Program

Meredith's physician assistant program involves three years at Meredith and completion of the first of two years in the CAHEA-approved program of Bowman Gray School of Medicine. Completion of: (1) Meredith's program will result in the awarding of a Bachelor of Science degree with a major in health science, and (2) the second year at Bowman Gray and certification examination will result in certification as a physician assistant. Career opportunities as a health professional, under the supervision of a licensed physician, include: primary care practice, surgical specialties, emergency services, occupational health, geriatrics and nursing homes, etc.

Career Direction

Physician assistants have been able to provide high-quality, cost-effective medical care. For specific requirements, see page 82.

# Professional Communications

Coordinated by the Department of English, the Concentration in Professional Communications is an eighteen-hour concentration open to all students. Courses in graphic design, expository and technical writing, and speech may be combined with electives in photography, creative writing, journalism, and marketing. With faculty supervision, each student enrolled in the concentration will have the opportunity to hold an internship, frequently one designed for her interests and career goals. Concentration requirements are on page 116.

# Social Work Major

Meredith's baccalaureate major in social work is fully accredited by the Council on Social Work Education. The primary objective of the undergraduate social work major is to prepare students for beginning professional social work practice. Since at the undergraduate level this can best be done within the framework of a broad liberal arts curriculum, the social work major is integrated with the area distribution requirements for graduation from Meredith.

A student who wishes to enroll in the undergraduate social work major should take Social Work 240 Social Work as a Profession, in the sophomore year. If she is advised to continue in the major by the instructor, she will then declare a major and be assigned to an adviser who will work with her in planning a course of study which is consonant with the major requirements and her own career goals. Upon graduation, she will be awarded the Bachelor of Arts degree with a major in social work.

For specific requirements see page 149.

#### School Social Services Worker

Students who major in social work may also qualify for certification by the North Carolina State Department of Public Instruction as a school social services worker. In addition to a specified minimum QPA and specified minimum scores on the National Teachers Exam, students must complete the following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 205 Psychology of the Exceptional Individual, and SWK 405 Social Work in Public Schools. All of the social work field experience must be completed in a public school setting. See the Department of Sociology & Social Work or the Department of Education for information on procedures for meeting requirements.

Continuing Education

#### Teacher Education

Meredith offers state-approved competency-based teacher education programs leading to initial North Carolina teaching certification in early childhood education (grades K-4); intermediate education (grades 4-6); middle grades education (grades 6-9); secondary education (grades 9-12): English, French, mathematics, biology, chemistry, social studies, and Spanish; special subject area education (grades K-12): art, music, and reading; and occupational education: business and office education and home economics education (grades 7-12). Although all the teacher education programs are designed to prepare students for certification and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher certification in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and most other states.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching certificates in early childhood education or in intermediate education. Complete information about the programs can be obtained from the Education Department or from the Registrar's Office.

#### CONVOCATION

Convocations for the entire Meredith community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural conversations. All students are expected to attend.

#### CONTINUING EDUCATION

The Office of Continuing Education at Meredith provides access to programs designed to meet community-wide learning needs. A special focus is women, 23 years or older, who wish to begin or resume collegelevel work. Offerings are available in the following three areas:

# Re-entry/Academic Credit Programs

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 13) or through special admission as a re-entry student (see pages 16, 18, and 22). All students applying for the Bachelor of Science in Nursing Transfer Curriculum will also enter as re-entry students. Because the re-entry option involves preadmission advising and an individually-tailored preliminary program, even those eligible for regular admission frequently choose this special procedure.

Continuing Education

When the preliminary program has been satisfactorily completed, re-entry students apply for regular admission as degree candidates, with advising then shifted to appropriate faculty members. The Office of Continuing Education, however, continues to enhance the educational experience of adult students at Meredith through a variety of support services and activities.

# Enrichment Programs

Courses in the enrichment curriculum carry Continuing Education Units (CEU's). One CEU is equivalent to 10 contact hours. CEU's do not carry academic credit and cannot be applied to degree work but many may be used for teacher certification renewal credit. CEU's are also recognized by other agencies, institutions, and businesses for certification and advancement purposes. Most enrichment courses are offered in the evenings and are open to Meredith College students on the same basis as to the community at large. Topics include the arts and humanities, spcial interests, computer studies, and personal and career development opportunities for women as they respond to change in their lives. Listings and descriptions are available in a special publication from the Office of Continuing Education each semester.

# Certificate Programs

### Legal Assistants Program

Legal Assistants (paralegals) are persons with legal skills who aid attorneys in their work. They can perform almost any task except those requiring the professional judgment of a lawyer such as giving legal advice, accepting cases, or representing clients in court. Legal assistants work under the supervision of attorneys who are responsible to the client for all services rendered.

Meredith offers a three-month postbaccalaureate summer program for those interested in new careers as legal assistants or for those whose current careers would benefit from some legal training. No specific undergraduate major is required. The curriculum provides a general understanding and appreciation of ethical and professional responsibilities and offers instruction in legal terminology, concepts, and procedures. Specialities include civil litigation, real estate, or estates, wills and trusts. Field trips help to define the roles and skills required of legal assistants in diverse settings, and research projects develop analytic and writing capabilities. Students who maintain a grade of B or better in each course are awarded the certificate.

Employment possibilities for legal assistants are varied. While most paralegals work for private law firms, opportunities also exist with banks, corporations, and



government agencies. Job responsibilities differ depending upon the kind of business or firm and its size and specialization. Training as a legal assistant provides instruction in basic legal principles and skills which can be transferred to many settings. Upon successful completion of the program, Meredith awards certification.

The Legal Assistants Program at Meredith College was established in 1980 and is approved by the American Bar Association.

## Cultural Resources Management

Meredith offers an individualized, post-baccalaureate, part-time program for women interested in the field of arts management. Training is provided for administrative work with museums, arts councils, galleries, concert series, theatre and dance companies, and school system cultural activities. The program builds on basic courses in the arts and humanities, adding a variety of management skills useful in nonprofit organizations. Internships and the use of case studies develop appropriate applications. Upon successful completion of the program, Meredith awards certification.

### INDIVIDUALIZED OPTIONS

## Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 77.)

# Cooperative Education

Cooperative education is a plan whereby a student alternates periods of study at Meredith with periods of employment related to her career goals. Employment with cooperating companies and agencies is arranged and approved by the Office of Career Services and Cooperative Education. Participating students are supervised by designated faculty members. Participants receive one to four hours of academic credit for each work experience.

Individualized Options

## Cooperating Raleigh Colleges

Meredith, Peace, St. Augustine's, and St. Mary's Colleges, North Carolina State University, and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are utilized for general enrichment, to strengthen particular majors, to enhance career training, and in certain situations to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser, and the head of the appropriate department. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

# ROTC Opportunities through Cooperating Raleigh Colleges

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

### Meredith Abroad

Students at Meredith have available to them several options for study in foreign countries. Foremost among these options is the college-wide Meredith Abroad Program. Each summer the College offers a course of study in selected foreign countries (currently Great Britain and Switzerland) whereby a student may earn 12 semester hours of credit at the same cost as a semester on campus. Regular members of the College faculty form the core of the teaching staff with regular utilization of foreign teachers. Other options are available as follows: full or partial year study at The University of Hull in England, departmentally sponsored programs, individual participation in programs at other institutions, and individual travel as described in the special studies options on page 77.

Those students who wish to enroll in the full semester program that is conducted by Meredith should consult the coordinator of international studies. Other programs are arranged within departments. All programs are publicized on campus.

# Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much

as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

# American University

Through an arrangement with American University in Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

# Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan

Summer Study Academic Planning and Advising



area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice President and Dean of the College.

# Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

## Visitation Credit

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student and will not have to apply for readmission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

## SUMMER STUDY

Meredith conducts a summer session consisting of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case

a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures written approval of her adviser, the appropriate department head, and the registrar for specific courses. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

# ACADEMIC PLANNING AND ADVISING

## Academic Advisers

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned

to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program. Special advisers are appointed to assist in preprofessional planning.

## Course Load

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

## The Freshman and Sophomore Years

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the area distribution requirements (pages 52 and 53) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who

is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without the permission from the head of the department concerned. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department concerned and make proper arrangements.

## The Junior and Senior Years

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the dean of the college.

Academic Planning and Advising

### Graduation

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program. No exceptions are made.

## Graduate Record Examination

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Services or at other established testing centers. Detailed information is available from academic advisers or in the Office of Career Services.

## Changes in Class Schedule

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped

between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. (See pages 70-71, Grading System). All drops must be made no later than one calendar week before the last day of classes. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially she will be treated as if she were still in the course and her grade recorded accordingly.

## Repetition of Courses

A student may repeat a course in order to improve the grade. The student should register for the course the next time it is offered. If repeated at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

## Class Attendance

Each student is expected to be regular and prompt in her attendance at all classes,

conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

## **CREDIT REGULATIONS**

## Advanced Placement Credit

Advanced placement and credit are available in several departments. Entering students see page 17. Students in residence should apply directly to the department concerned or to the registrar.

## Auditing Courses

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

## Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14. if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith Education 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: Ed. 455, 456, 457, 458, Art 734, Music 720, 721, 722, and any methods courses numbered 764.

Credit Regulations

A senior transfer student from a regionally-accredited institution must complete at least 30 hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at Meredith.

A student who has a bachelor's degree from another institution and wishes to receive professional certification at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department.

A student in the physician's assistant program will complete the last year of her work at Bowman Gray Medical School in Winston-Salem.

## Transfer Credit

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses

acceptable toward a degree at Meredith. A candidate from a technical institute, Bible or business college, or nursing school should read the next section for information concerning the treatment of credit earned. A candidate from a non-accredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. In order to validate provisional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from twoyear colleges is 66 semester hours and from nursing schools, 35 semester hours. Credits may not be transferred from non-college affiliated nursing school programs to the Bachelor of Science in Nursing Transfer Curriculum.

# Credits from Technical, Business, Bible, and Nursing Schools

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually. The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

# Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponosored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

## Old Credit

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate departmental head.

# Restricted Credit for Juniors and Seniors

Juniors may take as many as four semester courses numbered in the 100's. Seniors may take as many as two semester courses numbered in the 100's.

### Credit in Music

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See page 138 for list of ensemble courses.)

## Credit in Physical Education

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education activity courses. Exceptions to the maximum of eight hours for students minoring in physical education must be approved by the head of the Department of Physical Education and by the academic dean or registrar. When the physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

### **GRADING SYSTEM**

Each course receives one official semester grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing with the Office of the Registrar. Additional requests for reports will be processed as transcript requests for which a fee will be required.

Grading System

## Standard Grading

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

- A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
- F Failure which may not be made up by reexamination.
- I The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
- N An interim grade assigned when there is no report by the instructor.
- Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.

- WF The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure.
- WP The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. Withdrawal from class with a WP mark is permitted at any time prior to one calendar week before the last day of classes.
- W The student withdrew from college or a course for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.
- Au The student completed a satisfactory audit.

## Pass-Fail Policies

Some courses are taught only for pass-fail grading. A student may register for these courses during a given semester in addition to the following pass-fail options.

## Pass-Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics and natural sciences, and health, physical education, and dance.

Grading System
Academic Recognition



B. Physical education activity courses taken as a degree requirement are graded pass-fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass-fail in addition to other pass-fail options.

### General Regulations

- Course content and requirements will be the same for P-F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
- In computation of grade point averages an F on a P-F course will be computed as hours attempted; a P will not be computed as hours attempted.
- When a student registers for the semester in which she elects the P-F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.
- 4. A student who changes her major to a department in which she has already taken P-F work may credit only one P-F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
- A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.
- Responsibility for compliance with all rules governing the P-F system rests with the student.

## Quality Point Ratio

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

## ACADEMIC RECOGNITION

## Classification

Students are to be classified on the following basis:

Classification	Semester Hours Credit
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

## Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

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Records Retention

## Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

- A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
  - Meredith credits -- all courses taken at Meredith.
  - Total credits -- all courses taken at any institution, including Meredith.
- B. Students whose average is at least 3.2 quality points per semester hour are graduated cum laude; those whose average is at least 3.6 quality points per semester hour are graduated magna cum laude; those whose average is at least 3.9 quality points per semester hour are graduated summa cum laude.

### RECORDS

## Registration

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

## Transcripts

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. The \$2.00 fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

## SATISFACTORY PROGRESS, RETENTION AND SUSPENSION

To continue their enrollment at the college, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

Retention Official Withdrawal

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:\*

	Minimum
Total Hours	Expected
Attempted	Meredith QPR
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith OPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A studenton academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for readmission and re-enroll for any subsequent semester if space is available. A re-admitted student is on probation and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who

makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the Vice-President and Dean of the College within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the Vice-President and the Dean of the College to hear the appeal.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first time student.

- \* Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.
- \* Students who are receiving financial assistance are required to meet additional standards of satisfactory acadmic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is availabe from the Office of Scholarships and Financial Assistance.

## OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.

ع (16,4,0,4,0) (0,8,16,0,8) X1=X5=Q (8,8,8,0,0) (X11X5)21)25 (4E) ] (1e'd) (0,0,16,8)

# Courses Of Study

- Lower level courses are numbered in the 100's and 200's; upper level courses 300's and 400's; educational method courses in academic disciplines, 700's; special courses, 900's.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The college does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "Block" course is taught for the first part of a semester, five days a week. Student teaching under supervision is scheduled for the second part of either semester.

## SPECIAL STUDIES

Special studies courses are available in all departments in the following categories:

#### 910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

#### 920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

#### 930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

#### 940-949 GROUP STUDY

A course on a special topic which is not already on the curriculum.

Special Studies courses are governed by the following procedures:

- 1. A course may be proposed by students or faculty.
- Each course must have the approval of the department head in which credit is given.
- Each course must have the approval of the dean of the college.
- 4. Approval for group study of special topics is granted on a one-semester basis.
- An approved group study course is listed in the schedule of courses offered and enrollment is through the usual procedures.
- Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be aken.
- 7. Up to four semester hours credit may be granted for such courses.
- 8. The option may be pursued on multiple occasions.
- Special studies courses may be designated for passfail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

## INTERDISCIPLINARY STUDIES

Several departments intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

#### **IDS 100 APPRECIATION OF FINE ARTS**

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as elective in the humanities and fine arts. Credit, three hours.

Women's Studies Art

### **WOMEN'S STUDIES**

Various departments intermittently offer courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

#### CAREER STUDIES

#### CPS 101 CAREER PLANNING SEMINAR

Designed to aid freshmen and sophomores in exploring career fields and employment trends, in assessing personal interests, abilities, and strengths; and to develop decision-making skills for relating this information to career plans. The seminar will include speakers and films. Open to all freshmen and sophomore students. Offered for pass-fail only. Credit, one hour.

#### CPS 301 CAREER PLANNING SEMINAR

Designed to aid juniors, seniors and graduate students in relating their chosen majors to a career choice; in assessing their skills and developing a jobsearch strategy; in developing skills in interviewing and negotiating salaries and in assessing the job market. Open to all juniors, seniors, and graduate students for P/F credit only. Credit, one hour.

#### COE 302 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals alternating with academic study. Prerequisite: 60 semester hours of college credit. Pass/Fail grading only. Credit, one to four hours.

#### COE 403 COOPERATIVE EDUCATION

Supervised professional full-time employment related to student career goals. Prerequisite: COE 302. Pass/Fail grading only. Credit, one to four hours.

#### ART

Professor Greene, Head; Assistant Professors Harbison and Short; Adjuncts Bailey, Givvines, Greenberg, Norton. Professor Emeritus White.

The department offers a Bachelor of Arts degree with a major in art to which can be added concentrations in studio art or art education certification.

The student who studies art at Meredith learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through courses in art history. Wherever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students.

All art majors are required to complete the core curriculum of 24 hours. The addition of three elective hours in art history and six elective hours in upper level studio courses meets the minimum requirement of 33 hours in art for the Bachelor of Arts degree. If the student wishes to pursue art as a profession she is encouraged to add a concentration of 21 hours of upper level art courses to the core which will allow for specialization and the development of personal style. Through the Special Studies Program a student may add even greater depth of experience to her program. Contract majors in art history and arts management are also possible for the student who desires a more specialized program.

Students planning to enter graduate school are urged to consult early with the chairman of the art department in order to gain maximum preparation from the undergraduate program at Meredith.

#### Art Semester in Paris

Meredith art students may compete for the privilege of attending a semester of art study in Paris, France. A number of outstanding students are selected to spend a fall semester in our studio in Paris.

## Requirements for a Major

The major in art shall consist of at least 33 hours in art including:

(A) The core curriculum
101 Drawing I
102 Drawing II
103 Basic Color and Design
104 Basic 3-D Design
100 Theory and Practice of the Visual Arts 2
120 Introduction to Art History
322 Modern Art History
210 Painting 1
492 Senior Project
(Exhibit, portfolio, or research)

24

(B) Nine hours of electives in art courses numbered 200 or above, three of which must be in Art History

Total Hours 33

#### **Art Concentrations**

The Studio Art Concentration is designed for those students who intend to pursue the practice of the visual arts as a profession. The concentration provides adequate preparation for entrance into graduate school or for entering many fields as a professional. This concentration will be stated on the student's final transcript as a specific studio area; i.e., painting, photography, graphic design, etc.

A major in art with a concentration in Studio Art shall consist of 45 hours including (a) the core curriculum; (b) three additional elective hours in Art History; (c) eighteen additional elective hours from the areas of Drawing, Painting, Sculpture, Ceramics, Interior Design, Crafts, Printmaking, Photography, and Graphic Design. These elective hours must include a minimum of nine hours in one studio area.

The Art Education Certification Concentration is designed for those students who wish to pursue the teaching of art as a profession. This concentration will result in certification by the state of North Carolina to teach art in grades K through 12. A major in art with Art Education Certification consists of 61 hours as defined below:

The Art Education Communication

24
. 18
22
64

Requirements for a minor: A minor in Art shall consist of 21 credit hours including Art 101, 103, 120 and four elective courses, two of which must be in the same studio area and must be 200 level or above.

#### Art History

#### 120 INTRODUCTION TO ART HISTORY

A one semester lecture course designed to introduce students to great works of visual art of past and present civilizations, to be considered in historical sequence. Emphasis is placed on art of the Western world. As an aid to students in their full appreciation of art, attention is given to techniques and aesthetic principles. Required of art majors. Credit, three hours.

#### 220 INTRODUCTION TO NON-WESTERN ART

A survey of the visual art forms produced by societies other than those within the Western tradition. Fall. *Credit, three hours.* 

#### 320 ANCIENT AND MEDIEVAL ART

A comprehensive survey of art from pre-historic times through the early Christian periods. The civilizations of ancient Egypt, Mesopotamia, Greece, Rome, and the early Christian civilization through the Romanesque and Gothic periods will be focal points for discussion. Prerequisite: ART 120 or permission. Credit, three hours.

#### 321 RENAISSANCE AND BAROQUE ART

A comprehensive survey of architecture, sculpture, and painting from the early 14th through 18th centuries. Special emphasis will be given to the Italian Renaissance and the art of northern Europe. Prerequisite: ART 120 or permission. Credit, three hours.

#### 322 MODERN ART

A comprehensive survey of architecture, sculpture, and painting from the mid-18th century to the present day. Special emphasis will be given to the study of major movements in modern painting, including Classicism, Romanticism, Impressionism, Expressionism and Cubism. Contemporary art will be viewed through lectures and current exhibitions. Required of art majors. Prerequisite: ART 120 or permission. Spring. Credit, three hours.

#### Studio Art

(Studio fees are assessed for most studio courses.)

## 100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are encountered and discussed with regard to their practical application by the serious student of art (for art majors only or permission) Fall. Credit, two hours.

#### 101 BASIC DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Required of art majors. Six studio hours per week. *Credit, three hours*.

#### Art

#### 102 BASIC DRAWING II

An extension of the concepts and techniques encountered in Beginning Drawing I with an emphasis on the human figure and experimental drawing techniques. Prerequisite: ART 101. Credit, three hours.

#### 103 BASIC COLOR AND DESIGN

Detailed analysis of the elements and principles of design with emphasis on solving problems involving color. Work in this course will be primarily two-dimensional. Required of art majors. Six studio hours per week. Credit, three hours.

#### 104 BASIC THREE-DIMENSIONAL DESIGN

Detailed analysis of the elements and principles of design as used in three-dimensional art work. Required of art majors. Six studio hours per week. *Credit, three hours*.

#### 301 LIFE DRAWING

A concentrated study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be taken more than once. *Credit, three hours*.

#### 210 BEGINNING PAINTING

An introduction to the basic techniques and media of painting. Oil, acrylic, watercolor, and other media will be encountered in a traditional approach to painting. Prerequisite: ART 101, 102, and 103 or permission. Credit, three hours.

#### 310 ADVANCED PAINTING

An extension of the concepts and techniques encountered in ART 210 with an emphasis upon individual production and experimental techniques. Prerequisite: ART 210. May be taken more than once. Credit, three hours.

#### 202 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting, and composition; darkroom techniques for making photograms, contact prints, enlargements, and manipulated prints; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours a week. Credit, three hours.

#### 231 INTERMEDIATE PHOTOGRAPHY

An extension of the concepts and techniques encountered in Art 230 with an emphasis upon experimental techniques and the pursuit of photography as a fine art form. Prerequisite: Art 230. May be taken on multiple occasions. Credit, three hours.

#### 330 ADVANCED PHOTOGRAPHY

The emphasis in this course will vary by semester through several professional dimensions of photography, including color photography, portrait photography, and photography for advertising. Prerequisite, Art 230. May be taken on multiple occasions. *Credit, three hours.* 

#### 240 BEGINNING GRAPHIC DESIGN

An introduction to visual communication for industry through the study of typography and illustration. Emphasis on design and skill development including layout and camera ready mechanicals that will be prepared for printing. Prerequisites: Art 101 and 103 or permission. Credit, three hours.

#### 241 INTERMEDIATE GRAPHIC DESIGN

An extension of the concepts and techniques encountered in Art 240. Emphasis will be placed upon the development of professional quality design, integrating skills into the conception, design, and layout of more advanced finished products. Prerequisite: Art 240 or permission. Credit, three hours.

#### 340 ADVANCED GRAPHIC DESIGN

The emphasis will vary by semesters through several dimensions of graphic design including fashion illustration, children's book illustration, advertising illustration, advanced calligraphy, and printed textile design. Prerequisite: Art 240. May be taken on multiple occasions. Credit, three hours.

#### 346 INTERIOR DESIGN

See Home Economics 346, page . Credit, three hours.

#### 447 ADVANCED COMMERCIAL DESIGN

See Home Economics 447, page . Credit, three

#### 448 ADVANCED RESIDENTIAL DESIGN

See Home Economics 448, page . Credit, three hours.

#### 350 PRINTMAKING I

Emphasis on Intaglio and relief processes. Prerequisite: Art 101 and 102 or permission. Six studio hours a week. May be taken on multiple occasions. Offered fall semester only. Credit, three hours.

#### 351 PRINTMAKING II

Emphasis on lithographic and stencil processes. Prerequisite: Art 101 and Art 102 or permission. Six studio hours a week. May be taken on multiple occasions. Offered spring semester only. Credit, three hours.

#### 260 BEGINNING CERAMICS

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. *Credit*, *three hours*.

#### 261 ADVANCED CERAMICS

An extension of the techniques and concepts encountered in Art 260. Emphasis will be placed upon gaining depth of experience in a moire limited number of approaches. May be taken on multiple occasions. Credit, three hours.

#### **265 SCULPTURE**

An introduction to the basic sculptural concepts through modeling, carving, casting, and assembling various sculptural medial. Prerequisite: Art 104 or permission. Credit, three hours.

#### 270 FIBER AND METAL CRAFTS

An introduction to the crafts of weaving, batik, jewelry, and enameling as art forms. Credit, three hours.

#### Art Education

## 734 THEORY AND METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL

(for art majors)

A study of the development of art education in American elementary schools and the relationship between creative behavior and child growth through the visual arts are developed through research and practicum situations. Methods for teaching exceptional children are also studied. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Fall. Credit, three hours.

## 735 THEORY AND METHODS OF TEACHING ART IN THE SECONDARY SCHOOL

(for art majors)

A theoretical study of traditional and experimental methods of teaching art at the secondary level. Attention is given to the creative visual development of all adolescents. The development of programs which deal with both the non-artist and the future artist is a priority. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Spring. Credit, three hours.

#### 744 ART IN THE ELEMENTARY SCHOOL

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student presentations. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100. Credit, two hours.

#### 492 SENIOR EXHIBITION/PROJECT

All senior art majors should register for this course in the last semester of the senior year. A special exhibition of art work, a design project, or a research project is required to demonstrate the level of proficiency and expertise attained by the art graduate. Graduation is dependent upon successful completion of this course.

Credit, one hour.

# BIOLOGY AND HEALTH SCIENCES

Professor Bunn, Head; Associate Professor Reid; Assistant Professors Grimes and Smith; Instructor Sullivan.

The Department of Biology and Health Sciences meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular basis which relates the field to the physical sciences, home economics, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

# Requirements for a Major BACHELOR OF ARTS – Biology

Thirty semester hours in biology, twelve semester hours in chemistry, and at least four hours in mathematics are required in this degree program.

#### Required Courses

- BIO 101, 141, 102, 142, 334, 344, and One course from each of the following:
  - a. BIO 331 and 341 or 231
  - b. BIO 222 and 242 or 244 and 245
  - c. BIO 211 and 241 or 311 and 346
  - d. BIO 321 and 345 or 322 and 342
- 2. CHE 111, 141, 112, 142, 221, and 241.
- 3. MAT 211
- 4. Biology elective 2 hours

#### BACHELOR OF SCIENCE - Biology

Thirty-six semester hours in biology, sixteen semester hours in chemistry, eight hours in physics, and a minimum of seven hours in mathematics are required in this degree program.

#### Required courses

- 1. BIO 101,141,102,142,331,341,334,344, and One course from each of the following: a.BIO 499 or special studies to total two hours b.BIO 321 and 345 or 436 and 446 c.BIO 222 and 242 or 214 and 245
- 2. CHE 111,141,112,142,221 & 241 and One course from: CHE 222 and 242 or 436 and 446\*\*

3. PHY 211,241,212,242.

4. MAT 211, and

One course from: MAT 212 or 245

5. Biology electives- 6 hours

Students who choose BIO 321 and 345 may not choose 322 and 342.

\*\* BIO 436 and 446 is the same course as CHE 436 and 446

#### BACHELOR OF SCIENCE - Medical Technology

Twenty-four semester hours in biology, sixteen semester hours in chemistry, and at least four hours in mathematics are required in the program at Meredith before entering Duke University for the completion of the program. A student must have completed 98 semester hours at Meredith before entering Duke (See p. 58).

Required courses at Meredith

- 1. BIO 101, 141, 102, 142, 331, 341, 334, and One course from each of the following: a. BIO 322 and 342 or 321 and 345
- b. BIO 222 and 242 or 244 and 245 2. CHE 111, 141, 102, 142, 221, and 241 and

One course from: CHE 222 and 242 or 436 and 446

3. MAT 211

The student must complete the medical technology program at Duke University Medical Center.

#### BACHELOR OF SCIENCE - Health Science

Twenty semester hours in biology plus prerequisite courses and a concentration of a minimum of eighteen hours in one of the following: chemistry, home economics, or psychology. A student must have completed 98 semester hours at Meredith before entering Bowman-Gray School of Medicine. She must also have completed a minimum of five hundred hours of clinical experience through community internships, co-op programs, or as a volunteer.

Required courses at Meredith

- 1. BIO 101, 141, 102, 142, 331, 341, 334, 344, 322,
- 2. Concentration of a minimum of eighteen hours in one of the following areas:

CHE 111, 141, 112, 142, 221, 241, 222, 242, and PHY 211 and 222.

HEC 124, 227, 428, 429 and electives to total

PSY 100, 200, 204, 205, 308, and 406.

The student must slso successfully complete the first year of the Physician Assistant program at Bowman-Grav School of Medicine.

#### 101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include: biology at the cellular and subcellular levels, vertebrate physiology and anatomy with an emphasis on man, and biology of the flowering plants. Three lectures per week. Credit, three hours.

#### 141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the principles considered in BIO 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Corequisite or Prerequisite: BIO 101. Credit, one hour.

#### 102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Corequisite: BIO 142. Three lectures per week. Credit, three hours.

#### 142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics. Corequisite: BIO 102. Meets two hours per week. Credit, one hour.

#### 211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: BIO 101, 102. Corequisite BIO 241. Three lectures per week. Credit, three hours.

#### 241 ADVANCED PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: BIO 211. Three laboratory or field trip hours per week. *Credit, one hour.* 

#### 214 PARASITOLOGY

A comprehensive review of animal parasites with special emphasis on those of medical and veterinary importance. The taxonomy, morphology, life cycle, ecology, and pathology of protozoan, helminth, and arthropod parasites will be covered. Students will also gain an understanding of the importance of symbiology in living systems as a natural phenomenon. Prerequisites: Bio 101 and 102. Corequisite: Bio 245. Three lectures per week. Taught in odd years during the spring semester. Credit, three hours.

#### 245 PARASITOLOGY LABORATORY

Students will examine prepared slides, living specimens, and preserved specimens of parasitic protozoans, helminths, and arthropods. The various techniques of parasitology will be covered, including egg sedimentation, life cycle studies, animal necrosy, specimen fixation, slide preparation, and the use of taxonomic keys. Corequisite: Bio 214. Meets three laboratory hours per week. Credit, one hour.

#### 222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studies as to life history, morphology, physiology, ecology, and economic importance. Prerequisite: BIO 101, 102; Corequisite: BIO 242. Two lectures per week. Credit, two hours.

#### 242 INVERTEBRATE ZOOLOGY LABORATORY

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Field trips are a possibility and would involve the study and collection of animals in their natural habitat. Corequisite: BIO 222. Six laboratory hours per week. Credit, two hours.

#### 231 FOUNDATIONS OF GENETICS

A presentation of the basic concepts of genetics, emphasizing Mendelian inheritance as a background for discussions of molecular aspects of gene function. Examples for these lectures will include human as well as other animal, plant, and microbial systems. Prerequisites: BIO 101, 141, 102, 142 or equivalent. Recommended, MAT 110 or equivalent. Credit, 3 hours.

#### 234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisite: BIO 101. Corequisite: BIO 244. Three lectures per week. Credit, three hours.

#### 244 PRINCIPLES OF ECOLOGY LABORATORY

Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: BIO 234. Three laboratory or field trip hours per week. *Credit, one hour*.

## 301 THE SCIENTIFIC LITERATURE

See CHE 301. Credit, one hour.

#### 302 EXPERIMENTAL DESIGN

See CHE 302. Credit, one hour.

#### 311 HISTOLOGY

A survey of veribrate tissues and organs at the light and eletron microscope level, and a comprehensive review of the general principles of microscopy (light, microscopy, transmission electron microscopy, and scanning electron microscopy). Prerequisites: BIO 101 and 102. BIO 321 recommended. Corequiste: BIO 346. Three lectures per week. Taught in the even years during spring semester. *Credit 3 hours*.

#### 346 HISTOLOGY LABORATORY

A light microscope survey of mammalian tissues and organs. Students will study a set of prepared slides and be responsible for tissue and organ recognition at the light microscope level. A project in the paraffin technique of slide preparation will be required. The students will become familiar with fixation, embedding, sectioning, and staining techniques. Corequisite: BIO 264. Meets three laboratory hours pe week. *Credit, one hour.* 

#### 321 COMPARATIVE VERTEBRATE ANATOMY

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Prerequisite: BIO 101, 102; BIO 222 recommended. Corequisite BIO 345. Two lectures per week. *Credit, two hours*.

## 345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY

Study of the evolutionary history of the vertebrates and their relationship to the protochordates with emphasis being placed on the phylogenetic interrelationship of the organ-systems of various representative vertebrate groups. Corequisite: BIO 321. Four laboratory hours per week. *Credit, two hours.* 

#### 322 HUMAN ANATOMY AND PHYSIOLOGY

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Prerequisites: BIO 101, 141, 102. Corequisite: BIO 342. Three lectures per week. *Credit, three hours*.

## 342 HUMAN ANATOMY AND PHYSIOLOGY I ABORATORY

Students examine the structures of the human body. Also, exercises demonstrate functional aspects of the major organ systems. Prerequisites: BIO 101, 141, 102. Corequisite: BIO 322. Three laboratory hours per week. *Credit, one hour.* 

#### 331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101, 102, 141. Recommended, MAT 110 or equivalent. Corequisite for biology majors: Genetics laboratory (BIO 341). Three lectures per week. Credit, three hours.

#### 341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: MAT 110 or equivalent. Corequisite: Genetics, BIO 331. Three laboratory hours per week. Credit, one hour.

#### 323 VERTEBRATE PHYSIOLOGY

A comprehensive study of the principal processes involved in specialized cells, tissues and organ-systems including digestion, nutrition, blood and circulation, respiration, muscle and nerve coordination and integration. Anatomy to be studied when necessary to understand the functions of the different systems of the body. Prerequisites: BIO 101, 102; CHE 111, 112. Corequisite: BIO 343. Three lectures per week. Credit, three hours.

#### 343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in digestion, blood analysis and circulation, respiration, excretion, and neuro-musar preparations. Especially adapted for students preparing to study medicine, nursing, dentistry, or to become medical technologists. Corequisite: BIO 323. Three laboratory hours per week. *Credit, one hour.* 

#### 334 MICROBIOLOGY

A general study of bacteria and viruses with emphasis on the application of the principles of bacteriology to clinical, industrial, and food science areas. Recommended for home economics majors. Prerequisites: BIO 101, 102, 141 and CHE 111, 112 or their equivalents. Corequisite: BIO 344. Three lectures per week. Credit, three hours.

#### 344 MICROBIOLOGY LABORATORY

Laboratory includes culture and staining techniques as well as sterile techniques. Students isolate, characterize, and identify an organism from the environment, e.g. food, milk, soil, plants, or animals. Corequisite: BIO 334. Three laboratory hours per week. Credit, one hour.

#### **400 RESEARCH**

See CHE 400. Credit, one to three hours.

#### **421 EMBRYOLOGY**

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: BIO 101 and 102. Corequisite: BIO 441. Three lectures per week. *Credit*, three hours.

#### 441 EMBRYOLOGY LABORATORY

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material will be used whenever possible, and histological techniques will be used for preparation of individual slide sets. Three laboratory hours per week. Credit. one hour.

#### 436 BIOCHEMISTRY

A study of the chemistry of biological systems involving metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: CHE through 221, and BIO 101. Also offered as CHE 436. Credit, three hours.

#### 446 BIOCHEMISTRY LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles in Biochemistry (BIO. 436), e.g. gas, thin layer, paper, column chromatography; polarimetry; as well as standard chemical tests. Corequisite: BIO or CHE 436. Three laboratory hours per week. *Credit, one hour* 

#### 499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only. Credit, one hour.

#### SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. Credit, three hours.

Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Also, students interested in veterinary medicine may take required courses for that program as well.

Students who wish advanced study or research in biology should consult with the department head and arrange for it through the special studies options listed on page 77.

### **BUSINESS AND ECONOMICS**

Associate Professor Spanton, Head; Professor Frazier; Associate Professors T. Bledsoe, Johnson, Oatsvall, and Simmons; Assistant Professors Baker, Behrman, Wakeman, and Warden; Instructors S. Bledsoe, Scott, Shuey, Spencer, and Wessels. Adjuncts Huggard, Johnston, King, and Zipin.

The department offers a B.S. degree in business administration with concentrations in accounting, economics, and management, a B.A. degree in economics, and the master of business administration (MBA).

# Requirements for B.S. Degree in Business Administration

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentration.

The core consists of the following courses: ECO 210, 211; BUS 230, 231, 346, 366, 490; and MAT 245 (or equivalent).

The Accounting Concentration prepares candidates for the Certified Public Accountants (C.P.A.) examination and for entrance into a public or private accounting career. In addition to BUS 230 and 231 included in the core, students who elect this concentration must take BUS 333, 334, 335, 434, 438 and 437 or 332, and six hours of related electives selected from CSC 100/101, CSC 201, BUS 454, BUS 332, BUS 435, BUS 437, or other accounting courses, approved by the Department Head.

The Economics Concentration affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions or government agencies. In addition to ECO 210 and 211 included in the core, students who elect this concentration must take ECO 310, 311, BUS 499 and 15 additional hours chosen from approved economics and business courses numbered 300 and above, or related courses, approved by the Department Head.

The Management Concentration provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance

and other business fields. In addition to the core courses, students who elect this concentration must take BUS 332, 499 and 18 additional hours from business and economics courses numbered 300 and above, or related courses, approved by the Department Head.

# Requirements for B.A. Degree in Economics

Candidates for the Bachelor of Arts Degree in Economics must take 12 hours in the prescribed core of ECO 210, 211, 310, 311 and 15 more hours in approved economics or related courses for a total of 27 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

## Requirements for Master of Business Administration Degree

Details of the M.B.A. program are published in a separate graduate catalog. Information is available from the department office or from the Registrar.

The Department offers courses to prepare a student for the Basic Teaching Certificate in Business Education, as defined by the North Carolina Department of Public Instruction. Students seeking teacher certification pursue a specified series of additional courses. Students seeking certification should consult the Department Head.

#### Accounting

#### BUS 230 PRINCIPLES OF ACCOUNTING I

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. *Credit, three hours*.

#### BUS 231 PRINCIPLES OF ACCOUNTING II

The application of accounting principles to partnerships and corporations, income tax, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: BUS 230. Credit, three hours.

#### **BUS 332 MANAGERIAL ACCOUNTING**

The analysis of financial data for managerial decision-making; interpretation of accounting data for planning and controlling business activities. Prerequisite: BUS 231. Credit, three hours.

#### **BUS 333 COST ACCOUNTING**

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; internal control budgeting. Prerequisite: BUS 231. Credit, three hours.

#### **BUS 334 INTERMEDIATE ACCOUNTING I**

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short, intermediate, and long-term obligations; and investments. Prerequisite: BUS 231. Credit, three hours.

#### BUS 335 INTERMEDIATE ACCOUNTING II

A continuation of BUS 334, featuring topics such as income measurement and valuation issues related to stockholder's equity; price level and fair value issues; special sales methods; accounting changes; pensions; leases; and income tax allocations. Related professional literature will be analyzed. Prerequisite: BUS 334 with a C or better grade. *Credit, three hours.* 

#### **BUS 434 FEDERAL TAXATION OF INDIVIDUALS**

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: BUS 231.

Credit, three hours.

## BUS 435 FEDERAL TAXATION OF CORPORATIONS AND PARTNERSHIPS

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates and trusts. Prerequisite: BUS 434. Credit, three hours.

#### **BUS 437 ADVANCED ACCOUNTING**

A study of financial accounting for complex business relationships, including home office-branch accounting, business combinations, consolidated financial statements, partnerships, governmental funds, and foreign exchange. Prerequisite: BUS 335. Credit, three hours

#### **BUS 438 AUDITING**

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, control, professional ethics, and legal responsibility. Related materials of professional importance will be used. Prerequisite: BUS 335. Credit, three hours.

#### **Economics**

#### **ECO 210 MACROECONOMIC PRINCIPLES**

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit, three hours*.

#### **ECO 211 MICROECONOMIC PRINCIPLES**

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes. *Credit, three hours*.

#### **ECO 310 AGGREGATE ECONOMIC ANALYSIS**

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium. Prerequisite: ECO 210. Credit, three hours.

#### **ECO 311 PRICE THEORY**

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maximization under different market structures. Prerequisite: ECO 211. Credit, three hours.

#### ECO 324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas and philosphies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO 210 and 211. Credit, three hours.

#### **ECO 364 LABOR ECONOMICS**

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisites: ECO 210 and 211. Credit, three hours.

#### **ECO 374 CONSUMER ECONOMICS**

An analysis of intelligent consumer decision-making in the marketpalce; economic, psychological, and traditional factors motivating consumer buying; government protection for the consumer; consumer credit institutions; insurance, investments, and management of personal and family finances. Also crosslisted as HEC 374. No credit given in major for business and economics. *Credit, three hours*.

#### **ECO 434 INTERNATIONAL ECONOMICS**

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO 210 and 211. Credit, three hours.

#### ECO 435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, U.S.S.R., Great Britain, Japan, China, India, and the Common Market countries. Prerequisites: ECO 210 and 211. Credit, three hours.

#### ECO 455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211. Credit, three hours.

#### **ECO 456 PUBLIC FINANCE**

A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Prerequisites: ECO 210 and 211. Credit, three hours.

#### Finance

#### **BUS 490 CORPORATION FINANCE**

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit-maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, BUS 231, and MAT 245. Credit, three hours.

## BUS 491 INTERMEDIATE FINANCIAL MANAGEMENT

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long and short term financing. Prerequisite: BUS 490. Credit, three hours.

## BUS 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS 490. Credit, three hours.

#### Marketing

#### **BUS 366 PRINCIPLES OF MARKETING**

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen. *Credit, three hours*.

#### **BUS 465 MARKETING RESEARCH**

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS 366 and MAT 245 or equivalent. Credit, three hours.

#### **BUS 466 SALES MANAGEMENT**

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to customers and to the ultimate consumer, and the management of the sales function. Students will be required to make sales presentations. Prerequisites: BUS 346 and 366. Credit, three hours.

#### **BUS 467 ADVERTISING AND SALES PROMOTION**

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS 346 and 366. Credit, three hours.

## BUS 468 MARKETING MANAGEMENT AND PLANNING

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS 346 and 366. Credit, three hours.

#### Management

#### **BUS 110 FUNDAMENTALS OF BUSINESS**

A survey of business, introducing major operations of a firm including marketing, production, finance, and human resource management. This course also examines the economic, social and political environment of business. May not be counted toward major in the department. Credit, three hours.

#### **BUS 346 PRINCIPLES OF MANAGEMENT**

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen. Credit, three hours.

## BUS 384 BUSINESS COMMUNICATION AND REPORTS

Analysis and composition of adjustment, credit, collection, employment, sales, and goodwill letters; preparation and presentation of oral and written business reports. Prerequisite: Ability to type. *Credit, three hours.* 

#### **BUS 446 PERSONNEL MANAGEMENT**

An examination of the principles, practices, and underlying theories of personnel management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS 346. Credit. three hours.

#### 88 / COURSES OF STUDY

Business and Economics Chemistry and Physical Science

#### **BUS 448 ORGANIZATIONAL BEHAVIOR**

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisite: junior standing; BUS 346; and PSY 100 or SOC 230. Credit, three hours.

#### **BUS 454 BUSINESS LAW**

A study of the legal practices and principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society. *Credit, three hours*.

#### **BUS 480 BUSINESS INTERNSHIP**

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Planned seminars. Limited to senior majors. Pass/Fail grading. Credit, three hours.

#### **BUS 494 DECISION ANALYSIS**

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include: decision-making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: MAT 245 and BUS 346. Credit, three hours.

#### **BUS 499 BUSINESS POLICY**

An in-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Required for management and economics concentrations. *Credit, three hours.* 

#### Other

#### **BUS 220, 221 TYPEWRITING**

Development of typewriting skills; application of skill and knowledge to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for BUS 221: BUS 220 or a test demonstrating acceptable speed, control, and production levels. *Credit, six hours.* 

#### **BUS 764 TEACHING OF BUSINESS**

Methods and materials for teaching business subjects in the secondary school; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. May not be counted toward a major in the department. Credit, three hours

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the departmental head and arrange for it through the special studies options listed on page 77.

# CHEMISTRY AND PHYSICAL SCIENCE

Professor Shiflett, *Head;* Professor Bunn; Assistant Professors Birkin and Lewis; Visiting Professor Buchanan.

The chemistry and physical science department attempts to prepare students for a variety of goals in life. Introductory courses are available in chemistry, physics, and physical geography to satisfy the general education needs of the student. Students desiring more advanced study may design a minor in chemistry or chemical physics, or they may pursue a major in chemistry leading to a B.A. or B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: CHE 111, 112, 221, 222, and 350.

# Requirements for a Major CORE CURRICULUM

- CHE 111, 112, 221, 222, 350, 499 (with corequisite labs)
- 2. PHY 211, 212 (with corequisite labs)
- 3. MAT 211

#### BACHELOR OF ARTS

- 1. Core Curriculum
- At least 22 hours in chemistry courses numbered 200 or above
- 3. At least 3 hours in mathematics numbered 200 or above

#### BACHELOR OF SCIENCE

- 1. Core Curriculum
- At least 28 hours in chemistry courses numbered 200 or above and including CHE 420, 430, 440
- 3. MAT 212 and 5 additional hours in mathematics at the 200 level or above
- 4. BIO 101

#### Chemistry

#### 111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141. Credit, three hours.

#### 141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111. Credit, one hour.

#### 112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142. Credit, three hours.

#### 114 COLLEGE CHEMISTRY

A continuation of fundamental concepts of chemistry with emphasis on equilibria, acid-base chemistry, descriptive inorganic and organic chemistry, and biochemistry. Intended as a terminal course for students whose curricula do not require chemistry above the 100 level. Prerequisite: CHE 111, 141. Credit, three hours.

#### 142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quantitative analysis. Three laboratory hours per week. Corequisite: CHE 112. Credit, one hour.

#### 221 ORGANIC CHEMISTRY I

Fundamental principles, reactions, and mechanisms of organic chemistry. Three class hours per week. Prerequisite: CHE 112, 142. Corequisite: CHE 241. Credit, three hours.

#### 241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Corequisite: CHE 221. *Credit, one hour.* 

#### 222 ORGANIC CHEMISTRY II

A continuation of CHE 221, emphasizing mechanisms, reactions, and physical methods of organic chemistry. Three class hours per week. Prerequisite: CHE 221, 241. Corequisite: CHE 242. Credit, three hours.

#### 242 ORGANIC CHEMISTRY LABORATORY II

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite: CHE 222. Credit, one hour.

#### 300 INTRODUCTION TO RESEARCH

An introduction to the scientific literature, various literature search strategies, and experimental design strategies. Prerequisite: CHE 211. Credit, one hour.

#### 350 QUANTITATIVE ANALYTICAL CHEMISTRY

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, and electroanalytic methods. Prerequisite: CHE 112. Three class hours and three laboratory hours per week. Offered Spring of even years. *Credit, four hours*.

#### 400 RESEARCH

A laboratory experience involving individual or small group participation in an ongoing research project. A minimum of two laboratory hours per week is required for each semester hour credit. Credit, one to three hours

#### 415 SPECIAL TOPICS IN CHEMISTRY

Special topics in chemistry such as Instrumental Analysis, Advanced Organic Chemistry, Polymer Chemistry, Industrial Chemistry, or Chemometrics. Prerequisite: Consent of Instructor. Credit, three hours.

## 420 CHEMICAL THERMODYNAMICS AND KINETICS

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211. Offered Fall of even years. Credit, three hours.

#### 430 ATOMIC AND MOLECULAR STRUCTURE

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211. Offered Spring of odd years. *Credit, three hours*.

#### 440 EXPERIMENTAL PHYSICAL CHEMISTRY

Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours per week. Prerequisite: CHE 420 or 430 or concurrent registration. Credit, one hour.

#### 436 BIOCHEMISTRY

See BIO 436. Credit, three hours.

#### 446 BIOCHEMISTRY LABORATORY

See BIO 446. Credit, one hour.

#### **474 INORGANIC CHEMISTRY**

Advanced concepts of theoretical and descriptive inorganic chemistry. Three class hours per week. Prerequisite: CHE 112, 142. Offered Fall of odd years. *Credit, three hours.* 

#### 499 SEMINAR

May be taken for credit more than one semester. Offered for pass-fail grading only. Credit, one to three hours.

#### 90 / COURSES OF STUDY

Chemistry and Physical Science Education

#### **Physics**

#### 204 PRINCIPLES OF PHYSICS

A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications. *Credit, three hours*.

#### 211 GENERAL PHYSICS I

A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT 211. Corequisite: PHY 241. Credit, three hours.

#### 241 GENERAL PHYSICS LABORATORY I

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211. *Credit, one hour.* 

#### 212 GENERAL PHYSICS II

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242. Credit, three hours.

#### 242 GENERAL PHYSICS LABORATORY II

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212. *Credit*, one hour.

### 430 ATOMIC AND MOLECULAR STRUCTURE

See CHE 430. Credit, three hours.

#### Geography

GEO 204 carries credit toward the area requirement in the natural sciences. GEO 205, 236 and 368 may be used for credit toward the area requirement in the social sciences.

#### 204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of the physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Three class hours and one two-hour laboratory period per week. *Credit, four hours*.

#### 205 WORLD REGIONAL GEOGRAPHY

A systematic survey of major world regions with emphasis on climates, landforms, resources and economics. Also includes discussions on political ties, and position in world trade. *Credit*, *three hours*.

#### 208 FUNDAMENTAL PLACE-NAME GEOGRAPHY

The objective of this course is to teach the location of the countries of the world. The course will consist chiefly of map work and map tests with discussions of regional groupings based on criteria of homogeneity. *Credit, one hour.* 

#### 236 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever growing problem of preservation for future generations. *Credit, three hours.* 

#### 368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours*.

#### SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. Credit, three hours.

Courses in the physical sciences are also available at North Carolina State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options listed on page 77.

### **EDUCATION**

Associate Professor Johnson, Head, Professor Murray; Assistant Professor Clay, Assistant Professor Kratzer.

## Programs Offered

Meredith offers undergraduate programs leading to the initial N.C. teaching certificate. The Master of Education Degree in elementary education leads to the N.C. graduate certificate in early childhood education or in intermediate education.

# Education Programs The Master of Education Degree Program

A brochure titled "Master of Education Degree Program" which provides complete information about the program can be obtained from the Education Department or from the Office of Graduate Studies. A graduate catalogue is also available.

### The Undergraduate Certification Programs

A student may choose a teacher education program in addition to her major program of study. A major subject must be selected from the list on page 54. Programs are available for the initial N.C. teacher certification in early childhood education (grades K-4); intermediate education (grades 4-6); middle grades education (grades 6-9); secondary education (grades 9-12): English, French, mathematics, biology, chemistry, social studies, and Spanish; special subject area education (grades K-12): art, music, and reading;

and occupational education: business and office education (grades 9-12) and home economics education (grades 7-12).

A student also may choose to earn N.C. certification as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the N.C. certification programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages. Students who plan to teach in the public or private schools should choose one of the programs early and pursue it throughout the undergraduate and graduate college experience.

Admission to teacher education is open to both degree and nondegree women students who meet the standards established by the College.

- Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)
  - A. Students who plan to teach
    - A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
      - a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major to coincide with one of the concentrations available to middle grades education (6-9) students at Meredith.
      - b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major to coincide with the subject area in which they want to be certified
    - After selecting a major and the desired teacher education program the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
    - 3. The Registrar will send a copy of the student's completed Declaration of Major form to the Education Department. Upon receipt of the Form, the Department will send the student a packet of materials for Admission To Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the Education Department as soon as possible. Completion

- of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching. NOTE: Applicant's overall grade point average must be 2.0 or above for admission to the program.
- 4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the Head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the Chairman of the Teacher Education Committee.
- B. Students who plan to become school social service workers
  - A student who plans to become a school social service worker should confer with her adviser, select an appropriate major and formally declare the major and the school social service worker certification program in the Office of the Registrar.
  - The Registrar will send a copy of the Declaration of Major form to the Education Department which will send the student a packet of materials for Admission to Teacher Education and notify her adviser.
  - 3. The completed application is reviewed on the same bases as applications for admission to teacher education and each applicant is notified of the admission decision by letter by the Head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the Chairman of the Teacher Education Committee.
- II. Nondegree Students (Students who have at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. education certificate)
  - A. All nondegree students seeking initial North Carolina education certification, an additional North Carolina education certificate, or North Carolina education certificate renewal should contact the Head of the Education Department.
  - B. Students with a baccalaureate degree from another institution who are seeking a North Carolina education certificate at Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of thirty semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific education certification areas and professional education. Exceptions to these requirements will be

Education

determined on an individual basis by the Department of Education.

#### Requirements for All Certificates

All college requirements for graduation must be met by each student seeking a N.C. education certificate. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs.

Students completing an education program must also complete a major in another discipline (see page 54).

## Elementary Teacher Education Programs

(Early Childhood Education Grades K-4 and Intermediate Education, Grades 4-6)

Students who expect to obtain an initial North Carolina certificate to teach at the early childhood education (K-4) level or at the intermediate education (4-6) level must meet both the course and minimum semester hour requirements listed below.

## Early Childhood Teacher Education (Grades K-4) Program

- I. General Education Requirements
  - A. The general education (area distribution) requirements of the College
  - B. Within the general education (area distribution) requirements of the College, the following specific requirements:

English Literature

ENG 201, Major British Writers (3)

American Literature

ENG 206, Survey of American

Literature (3)

HIS 101, The Emergence of Western

Civ., or

HIS 102, Modern Western

Civilization, (3)

HIS 214, American History to 1876

HIS 314, Colonial American History

SOC 335, American Ethnic Relations

SOC 230 or 260 are strongly recommended as prerequisites.

Psychology	6
PSY 205, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)	
Natural science	8
GEO 204, Elements of Physical Geography (4)	
Mathematics	6
MAT 110, Elementary Functions, or MAT 120, Finite Mathematics, (3)	
Cultural arts	3
. National Teacher Education (NTE) Requirements	

- II. National Teacher Education (NTE) Requirements for Admission to Teacher Education
  - A. The NTE Core Battery Test I, Communication Skills, and the NTE Core Battery Test II, General Knowledge, must be taken at the end of the sophomore year.
  - B. To be formally admitted to the Teacher Education Program, the student must make a minimum score of 636 on the NTE CBT I and a minimum score of 631 on the NTE CBT II.
    - 1. The tests may be taken more than once.
    - Admission policies operate to limit the progression of potential candidates in teacher education programs to introductory courses only, or to no more than one-half of the total professional studies program, exclusive of student teaching, until formal admission requirements (including the minimum required scores on the NTE CBT I and II) have been satisfied.
- III. Major Study Program Requirements in an Area Other than Education

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3) EDU 348, Perspectives in Early Childhood Education (3)

B. Professional Education, Methods20 Prior to the BLOCK semester (last semester
of the teacher education program):
EDU 344, Communication Skills in the Elementary School (3)
ART 744, Art in the Elementary School (2)
(Prerequisite: IDS 100)
HED 744, Health Education in the Elementary School (2)
MUS 744, Music in the Elementary School (2)
(Prerequisite: IDS 100)
PED 744, Physical Education in the Elementary School (2)
In the BLOCK semester (last semester of the
teacher education program): EDU 440, Seminar in Education (1)
EDU 455, Literature in the
Elementary School (2)
EDU 456, Mathematics in the Elementary School (2)
EDU 457, Science in the Elementary School (2)
EDU 458, Social Studies in the
Elementary School (2)
C. Professional Education, Practicum 6 In the BLOCK semester (last semester of the
teacher education program):
EDU 439, Observation and Directed
Teaching (6)
D. Recommendations
It is strongly recommended that the professional education courses be
taken IN THE ORDER THEY ARE
LISTED ABOVE.
2. Block courses, including student
teaching, may be taken in either semester of the senior year provided
that all other professional education
courses have been satisfactorily
completed.
National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Early
Childhood Education (K-4)  A. The NTE Core Battery Test III, Professional
Knowledge, and the NTE Specialty Area Test,
Code 02, Early Childhood Education, must be
taken during or after the last semester of the
student's teacher preparation program.  B. To be eligible for the North Carolina Initial
Certificate in Early Childhood Education (K-4)
the student must make a minimum score of 644
on the NTE CB Test III and a minimum score of
500 on the NTE Specialty Area Test.

VI. Early childhood education students who complete a bachelor's degree program with a major in a discipline other than education, who complete the indicated specific general education requirements, who complete the indicated professional education requirements, and who make the minimum required score on the National Teacher Examination (NTE) Tests will meet the requirements of the State Board of Education and will be recommended for N.C. Initial Certification in Early Childhood Education (K-4).

# Intermediate Teacher Education (Grades 4-6) Program I. General Education Requirements

	ne general education (area distribution)
B. W	quirements of the College ithin the general education (area distribution) quirements of the College, the following ecific requirements:  Language arts
	Literature (3)  Social studies
	HIS 214, American History to 1876 (3) SOC 335, American Ethnic Relations (3) (Although SOC 230 or SOC 260 are strongly recommended as prerequisites, teacher education students are not required to have them.)
	Psychology
	Natural science

BIO 141, General Biology I

GEO 204, Elements of Physical

Laboratory (1)

Geography (4)

Mathematics	6
MAT 110, Elementary Functions, or MAT 120, Finite Mathematics, (3)	
Cultural arts	3
<ul> <li>III. National Teacher Education (NTE) Requirements for Admission to Teacher Education</li> <li>A. The NTE Core Battery Test I, Communication Skills, and the NTE Core Battery Test II, General Knowledge, must be taken at the end of the sophomore year.</li> <li>B. To be admitted formally to the Teacher Education Program, the student must make a minimum score of 636 on the NTE CBT I and a minimum score of 631 on the NTE CBT II.</li> <li>1. The tests may be taken more than once.</li> <li>2. Admission policies operate to limit the progression of potential candidates in teacher education programs to introductory courses only, or to no more than one-half of the total professional studies program, exclusive of student teaching, until formal admission requirements (including the minimum required scores on the NTE CBT I and II) have been satisfied.</li> </ul>	
III. Major Study Program Requirements in an Area Other than Education	
IV. Professional Education Requirements for Intermediate Education (4-6) Students (35 sem. hrs. A. Professional Education, General	.)
Middle Grades (3)  B. Professional Education, Methods	ю.
ART 744, Art in the Elementary School (2) (Prerequisite: IDS 100) HED 744, Health Education in the	
Elementary School (2)  MUS 744, Music in the Elementary  School (2)  (Prerequisite: IDS 100)	

PED 744, Physical Education in the

Elementary School (2)

D. Recommendations

Teaching (6)

- It is strongly recommended that the professional education courses be taken IN THE ORDER LISTED ABOVE.
- Block courses, including student teaching, may be taken in either semester of the senior year provided that all other professional education courses have been satisfactorily completed.
- V. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Intermediate Education (4-6)
  - A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test, Code 01, Education in the Elementary School, must be taken during or after the last semester of the student's teacher preparation program.
  - B. To be eligible for the North Carolina Initial Certificate in Intermediate Education (4-6), the student must make a minimum score of 644 on the NTE CB Test III and a minimum score of 520 on the NTE Specialty Area Test.
- VI. Intermediate education students who complete a bachelor's degree program with a major in a discipline other than education, who complete the indicated specific general education requirements, who complete the indicated professional education requirements, and who make the minimum required score on the National Teacher Examination (NTE) Tests will meet the requirements of the State Board of Education and will be recommended for N.C. Initial Certification in Intermediate Education (4-6).

## Middle Grades Teacher Education (Grades 6-9) Program

Students who expect to secure an initial N.C. certificate to teach at the middle grades education (6-9) level must meet both the course and minimum semester hour requirements below.

- I. General Education Requirements
  - A. The general education (area distribution) requirements of the College
  - B. Within the general education (area distribution) requirements of the College, the following specific requirements:

- BIO 141, General Biology I Laboratory (1) GEO 204, Elements of Physical
  - GEO 204, Elements of Physical Geography (4)

- II. National Teacher Education (NTE) Requirements for Admission to Teacher Education
  - A. The NTE Core Battery Test I, Communication Skills, and the NTE Core Battery Test II, General Knowledge, must be taken at the end of the sophomore year.
  - B. To be formally admitted to the Teacher Education Program, the student must make a minimum score of 636 on the NTE CBT I and a minimum score of 631 on the NTE CBT II.
    - 1. The tests may be taken more than once.
    - 2. Admission policies operate to limit the progression of potential candidates in teacher education programs to introductory courses only, or to no more than one-half of the total professional studies program, exclusive of student teaching, until formal admission requirements (including the minimum required scores on the NTE CBT I and II) have been satisfied.
    - The student may not complete more than fourteen semester hours of the professional education requirements before meeting the minimum score requirements on the NTE CBT I and NTE CBT II.
- III. Major Study Program Requirements in an Area Other than Education
- IV. A concentration in Communication Skills, or in Mathematics, or in Science, or in Social Studies A. Middle grades education (6-9) teachers must have a concentration in communication skills, or in mathematics, or in science, or in social studies. They may have more than one of these four concentrations.
  - B. Middle grades education (6-9) teachers may also have a second concentration.
    - A second concentration is a concentration other than a concentration in communication skills, or in mathematics, or in science, or in social studies.
    - Second concentrations recognized by the N.C. Department of Public Instruction are art, foreign language, music, and reading. Meredith offers a second concentration only in French or in Spanish.

V.	Professional Education Requirements for Middle Grades Education (6-9) Students (23 sem. hrs.) A. Professional Education, General	make the minimum required score on the National Teacher Examination (NTE) Tests will meet the requirements of the State Board of Education and will be recommended for N.C. Initial Certification in Middle Grades Education (6-9).
	Education (3)	VIII. Program Requirements for Middle Grades Teacher
	EDU 234, Educational Psychology (3)	Education (6-9) A. Communication Skills (6-9)
	EDU 349, Teaching in the Intermediate and Middle Grades (3)	1. The General Education program requirements of the College
	In the BLOCK semester:	2. The specific requirements within the General
	ED 466, Preadolescent and Adolescent	Education program
	Behavior (3)	3. Major Study Program in an area other than
	B. Professional Education, Methods 5-7	Education
	Prior to, or in, the BLOCK semester (last	4. Concentration in Communication Skills 24
	semester of the teacher education program):	ENG 111, Principles of Writing (3)
	Methods 764 as appropriate to the required concentration (3)	ENG 201, Major British Authors (3)
		ENG 206, Survey of American Literature
	In the BLOCK semester (last semester of the	(3)
	teacher education program): EDU 438, Field Experiences: Middle Grades	ENG Literature elective (3)
	and Secondary (7-9) (1)	ENG 358, Advanced Composition:
	EDU 471, Reading in the Content Areas (1-3)	Expository and Technical (3)
	C. Professional Education, Practicum	ENG 240 Introduction to Films (3) ENG 471, Reading in the Content Areas
	In the BLOCK semester (last semester of the	(3)
	teacher education program):	SPE 225, Fundamentals of Speech (3)
	EDU 439, Observation and Directed	5. Subject matter methods and practicum as
	Teaching (6)	stated in Program Requirements for Middle
	D. Recommendations	Grades Education, Professional Education
	<ol> <li>It is strongly recommended that the professional education courses be taken</li> </ol>	Requirements.
	IN THE ORDER LISTED ABOVE.	B. Foreign Language (6-9)
	2. Block courses, including student teaching,	1. The General Education program requirements
	may be taken in either semester of the	of the College
	senior year provided that all other	2. The specific requirements within the general
	professional education courses have been	Education program
	satisfactorily completed.	3. Major Study Program in an area other than
VI.	National Teacher Education (NTE) Requirements	Education 4.A concentration in communication skills,
	for North Carolina Initial certification in Middle	mathematics, science, or social studies
	Grades Education (6-9)	5. A second concentration in either French or
	A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test	Spanish
	in the student's area of concentration must be	The French Concentration
	taken during, or after, the last semester of the	French
	student's teacher preparation program.	FRE 204, Structural French and
	B. To be eligible for the North Carolina Initial	FRE 205, Intermediate French I;
	Certificate in Middle Grades Education (6-9),	or FRE 205, Intermediate French I and
	the student must make a minimum score of 644	FRE 206, Intermediate French II (6)
	on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test	FRE 304, French Civilization (3)
	in the student's area of concentration.	FRE 305, French Conversation and
1711		Phonetics (3)
VII.	Middle grades education (6-9) students who complete a bachelor's degree program with a major	FRE 306, Advanced Grammar,
	in a discipline other than education, who complete	Composition and Linguistics (3)
	the indicated specific general education	FRE 364, French Literature to 1789,
	requirements, who complete the indicated	or FRE 365, French Literature from 1789
	professional education requirements, and who	to the Present (3)

Methods and Practicum	5. Subject matter methods and practicum as stated in Program Requirements for Middle Grades Education, Professional Education Requirements  D. Science (6-9)  1. The General Education requirements of the College  2. The specific requirements within the General Education Program  3. A Major Study Program in an area other than Education  4. A concentration in Science
Conversation and Composition (3)	PHY 204, Principles of Physics (3) GEO 204, Elements of Physical
SPA 364, Spanish Literature to 1800, or	Geography (4)
SPA Spanish Literature from 1800 to Present (3) Methods and Practicum9	<ol> <li>Subject matter methods and practicum as stated in Program Requirements for Middle Grades Education, Professional Education</li> </ol>
SPA 764, The Teaching of a Foreign	Requirements. E. Social Studies (6-9)
Language (3) EDU 439, Observation and Directed	1. The General Education requirements of the
Teaching (6)	College
C. Mathematics (6-9)	2. The specific requirements within the General Education Program
<ol> <li>The General Education program requirements of the College</li> </ol>	3.A major study program in an area other than Education
2. The specific requirements within the General Education Program	4. A concentration in Social Studies
3. Major Study Program in an area other than	HIS 101, Emergence of Western Civilization,
Education 4. A concentration in Mathematics 18	or HIS 102, Modern Western Civilization (3)
MAT 110, Elementary Functions (3) MAT 211, Calculus I (4)	HIS 214, American History to 1876,
MAT 220, Linear Algebra, or	HIS 215, American History Since 1876 (3) HIS 224, Introduction to Non-Western
MAT 212, Calculus II (3) MAT 250, Introduction to Mathematical Reasoning (1) MAT 245, Basic Statistics, or	Civilization (3) HIS 520, North Carolina History (3) ECO 210, Principles of Economics (3) ECO 374, Consumer Economics (3) GEO 205, World Regional Geography (3)
MAT 340, Introduction to Probability (3) MAT 334, Modern College Geometry (3) MAT 910, Topics in Mathematics for	POL 100, American Political Systems, or POL 200, Parties and Pressure Groups (3)
Middle	5.Subject matter methods and practicum as
Grades (6-9) Certification (1)	stated in Program Requirements for Middle
4. Computer Science	Grades Education, Professional Education Requirements.
and Introduction to a Language,	6. In addition to the above, the following courses are strongly recommended:
CSC 201, Computer Programming (3)	HIS 306, The Soviet Union in the 20th Century GEO 368, Political Geography

#### Secondary Teacher Education (Grades 9-12) Programs Students who expect to obtain an initial N.C. certificate to teach at the secondary education (9-12) level must meet both the course and minimum semester hour requirements listed below. I. All College requirements for graduation including: A. General education requirements. B. The major study requirements. II. Minimum semester hours in the secondary education (9-12) certification subject areas: F. Science (biology and chemistry)......42 (anthropology, economics, cultural geography, history, politics, sociology) III. Minimum semester hours in professional education and related courses: A. EDU 232, Foundations of American Education . . 3 C. PSY 205, Psychology of Exceptional (Prerequisite: EDU 234 or PSY 100) D. SOC 335, American Ethnic Relations ........... 3 F. The BLOCK Courses EDU 438, Field Experiences: Middle Grades EDU 439, Observation and Directed Teaching EDU 466. Preadolescent and Adolescent EDU 467, The Secondary School . . . . . . . . . 3 EDU 471, Reading in the Content Areas . . . 1-3 IV. National Teacher Education Requirements for Admission to Teacher Education A. The NTE Core Battery Test I, Communication Skills, and the NTE Core Battery Test II, General Knowledge, must be taken at the end of the sophomore year. B. To be admitted formally to the Teacher Education Program, the student must make a minimum score of 636 on the NTE CBT I and a minimum score of 631 on the NTE CBT II. 1. The tests may be taken more than once. 2. Admission policies operate to limit the progression of potential candidates in

teacher education programs to

introductory courses only, or to no more than one-half of the total professsional studies program, exclusive of student

teaching, until formal admission requirements (including the minimum required scores on the NTE CBT I and II) have been satisfied.

- V. Program Requirements for Secondary Teacher Education (6-9)
  - A. Biology
    - 1. General Education Program Requirements Humanities and Fine Arts . . . . . . . 27-30

English Composition (3-6)

Foreign Language (6)

Literature (6)

A three-hour course in major

British authors

and

A three-hour course in English,

American, or world literature

Any literature course in a

foreign language

Religion (6)

A six-hour introduction to the

Old and New Testaments

OT

A three-hour introduction to Biblical literature and history

and one advanced three-hour course in religion

Fine Arts (6)

Chosen from at least two of the following categories: art, dance

(theory or history), music, philosophy, speech, theatre

Social and Behavioral Sciences . . . . . 12 HIS 101. The Emergence of

Western Civilization

or

HIS 102. Modern Western Civilization (3)

PSY 205, The Psychology of Exceptional Individuals (3)

SOC 335, American Ethnic Relations (3)

Elective (3)

Must include one of the following categories: economics, cultural geography, sociology and anthropolgy, politics, psychology

Mathematics and Natural Sciences . . . 13 One laboratory course chosen from biology, chemistry, or physics (4)

or

One course in mathematics (3)

Electives (6)	Bachelor of Science
Must include at least two of	the Biology 36
following categories: biology	y, BIO 101, General Biology I (3)
chemistry, physical geograph	
physics, or mathematics	BIO 102, General Biology II (3)
	DIO 440 C I DI I II I I
Health and Physical Education	(2)
Must include four activity cours	BIO 211, Advanced Plant Biology
or	(0)
Three activity courses and a two	DIO 241 A 1 - 1 DI D: I-
hour course in health or first aid	Lab (1)
2. A major study program in biology	BIO 222, Invertebrate Zoology (2)
chosen from	
Bachelor of Arts (major Biology)	BIO 242, Invertebrate Zoology Lab
Bachelor of Science (major Biology	(2) PIO 222 Vortabrata Physiology (2)
Bachelor of Arts	Die bie, vertebiate i trystology (e)
Biology	BIO 343, Vertebrate Physiology
	, ,
BIO 101, General Biology I (3)	
BIO 141, General Biology I Lab	,
BIO 102, General Biology II (3)	
BIO 142, General Biology II La	, 0,
(1)	BIO 321, Comparative Vertebrate
BIO 211, Advanced Plant Biolo	=*
(3)	BIO 345, Comparative Vertebrate
BIO 241, Advanced Plant Biolo	Pgy Anatomy Lab (2)
(1)	or
BIO 222, Invertebrate Zoology	
BIO 242, Invertebrate Zoology	Lab BIO 446, Biochemistry Lab (1)
(2)	BIO 499, Seminar (1)
BIO 331, Genetics (3)	BIO 910, 920, 930, Special Studies
BIO 341, Genetics Lab (1)	(1 each) (1)
BIO 334, Microbiology (3)	BIO 301, 401, 302, 402 (1 each) (1)
BIO 344, Microbiology Lab (1)	
BIO 321, Comparative Vertebra	
Anatomy (2)	Chamistry 16
BIO 345, Comparative Vertebra	Chemistry
Anatomy Lab (2)	CHE 111, General Chemistry 1 (3)
or	CHE 141, General Chemistry I
BIO 436, Biochemistry (3)	Lab (1)
BIO 446, Biochemistry (1)	CHE 112, General Chemistry II (3)
Plus elective biology hours to t	otal CHE 142, General Chemistry II Lab
30	(1)
Chemistry	CHE 221, Organic Chemistry I (3)
CHE 111, General Chemistry I	(2)
	T 1
CHE 141, General Chemistry I	
(1)	CHE 242, Organic Chemistry II
CHE 112, General Chemistry II	
CHE 142, General Chemistry II	Physics8
(1) CUE 221 Out of Classic L	PHY 211, General Physics I (3)
CHE 221, Organic Chemistry I	PHY 241. General Physics I Lab (1)
CHE 241, Organic Chemistry I	PHY 212, General Physics II (3)
Lab (1)	PHY 242, General Physics II Lab
CHE 222, Organic Chemistry II	(1)
CHE 242, Organic Chemistry II	Mathematics
Lab (1)	MAT 110, Elementary Functions
Mathematics	7 (3)
MAT 110, Elementary Function	ns MAT 211, Calculus I (4)
(3)	MAT 211, Calculus I (4) MAT 212, Calculus II (3)
MAT 211, Calculus I (4)	WAT 212, Calculus II (3)

3. Professional Education Professional Education, General 12 EDU 232, Foundations of American Education (3) EDU 234, Educational Psychology (3) EDU 466, Preadolescent and Adolescent Behavior (3) EDU 467, The Secondary School (3) Professional Education, Methods EDU 438, Field Experiences, Middle Grades and Secondary (1) EDU 471, Reading in the Content Areas (1) EDU 764, The Teaching of Science (3)	Social and Behavioral Sciences 12 HIS 101, The Emergence of Western Civilization (3) or HIS 102, Modern Western Civilization PSY 205, The Psychology of Exceptional Individuals (3) SOC 335, American Ethnic Relations (3) Elective (3) Must include one of the following categories: economics, cultural geography, sociology and anthropology, politics, psychology
Professional Education, Practicum EDU 439, Observation and Directed Teaching (9-12) (6)	Mathematics and Natural Sciences 13 One laboratory course chosen from biology, chemistry, or physics (4)
B. Chemistry  1. General Education Program Requirements  Humanities and Fine Arts27-30  English Composition (3-6)  Foreign Language (6)  Literature (6)  A three-hour course in major  British authors  and  A three-hour course in  English, American, or world	One course in mathematics (3)  Electives (6)  Must include at least two of the following categories: biology, chemistry, physical geography, physics, or mathematics  Health and Physical Education 4-5  Must include four activity courses or Three activity courses and a two-hour course in health or first aid
literature or Any literature course in a foreign language Religion (6) A six-hour introduction to the Old and New Testaments or A three-hour introduction to Biblical literature and history and one advanced three-hour course in religion Fine Arts (6) Chosen from at least two of the following categories: art, dance (theory or history), music, philosophy, speech, theatre	Bachelor of Science Chemistry

2.	Mathematics	Professional Education, Methods
		HIS 102, Modern Western Civilization
	(3) EDU 466, Preadolescent and Adolescent Behavior (3) EDU 467, The Secondary School (3)	PSY 205, The Psychology of Exceptional Individuals (3) SOC 335, American Ethnic Relations (3) Elective (3) Must include one of the following categories: economics, cultural geography, sociology and anthropology, politics, psychology

Mathematics and Natural Sciences 13 One laboratory course chosen from biology, chemistry, or physics (4)	All prospective teachers are strongly urged to take one course in speech or theatre.
One course in mathematics (3) Electives (6) Must include at least two of	3. Professional Education Professional Education, General 12 EDU 232, Foundations of American Education (3)
the following categories: biology, chemistry, physical geography, physics, or mathematics	EDU 234, Educational Psychology (3) EDU 466, Preadolescent and Adolescent Behavior (3)
Health and Physical Education 4-5  Must include four activity courses  or	EDU 467, The Secondary School (3)
Three activity courses and a two- hour course in health or first aid	Professional Education, Methods5 EDU 438, Field Experiences, Middle Grades and Secondary (1)
2. A major study program in English English	EDU 471, Reading in the Content Areas (1) ENG 764, The Teaching of English
All prospective teachers of English take the following courses:	(3)
ENG 111, Principles of Writing (3) ENG 201, Major British Writers (3) ENG 202, Development of English Literature (3)	Professional Education, Practicum 6 EDU 439, Observation and Directed Teaching (9-12) (6)
ENG 206, Survey of American	D. French
Literature (3) ENG 351, Old English (3)	General Education Program Requirements     Humanities and Fine Arts27-30
ENG 352, Chaucer (3)	English Composition (3-6)
ENG 355 or 356, Shakespeare (3)	Foreign Language (6)
ENG 358, Advanced Composition: Expository and Technical (3)	Literature (6)  A three-hour course in major
ENG 374, Techniques of Literary Research (1)	British authors
ENG 375, Research Project (1) ENG 240, Introduction to Films (3)	A three-hour course in English, American, or world
From the following courses, prospective teachers must take 10	literature or
hours, including one seminar and one course in 20th-century literature:	any literature course in a foreign language
ENG 340, Development of the	Religion (6)
British Novel(3) ENG 357, Milton Seminar (3) ENG 359, American Literature	A six-hour introduction to the Old and New Testaments
Seminar (3)	A three-hour introduction to
ENG 364, English and American	Biblical literature and history
Poetry of the 20th Century (3) ENG 365, English Poetry of the	and one advanced three-hour course in religion
Romantic Period (3)	Fine Arts (6)
ENG 367, English Poetry of the	Chosen from at least two of
Victorian Period (3)	the following categories: art,
ENG 368, English Literature of the 18th Century (3)	dance (theory or history),
ENG 370, English and American	music, philosophy, speech, theatre
Prose of the 20th Century (3)	meane
ENG 498, Senior Seminar (3) ENG 948, Introduction to Film (3)	

Social and Behavioral Sciences 12	FRE 369, Contemporary French
HIS 101, The Emergence of	Literature (3)
Western Civilization (3)	FRE 301, French for Careers (3)
or	FRE 368, Modern French Literature
HIS 102, Modern Western	(3)
Civilization	FRE 394, Seminar in Seventeenth
PSY 205, The Psychology of	Century (3)
Exceptional Individuals (3)	FRE 395, Seminar in Eighteenth
SOC 335, American Ethnic	Century (3)
Relations (3)	Foreign Language 301, Life and
Elective (3)	Study Abroad (1-3)
Must include one of the	Methods 3
following categories:	Course Required:
economics, cultural	FRE 764, The Teaching of a
geography, sociology and	Foreign Language (3)
anthropology, politics,	3. Professional Education
psychology	Professional Education, General 12
	EDU 232, Foundations of American
Mathematics and Natural Sciences 13	Education (3)
One laboratory course chosen from	EDU 234, Educational Psychology
biology, chemistry, or physics (4)	(3)
One course in mathematics (3)	EDU 466, Preadolescent and
Electives (6)	Adolescent Behavior (3)
Must include at least two of	EDU 467, The Secondary School
the following categories:	(3)
biology, chemistry, physical	Professional Education, Methods 5
geography, physics, or	EDU 438, Field Experiences, Middle
mathematics	Grades and Secondary (1)
Health and Physical Education 4-5	EDU 471, Reading in the Content
Must include four activity courses	Areas (1)
or	Foreign Language 764, The
Three activity courses and a two-	Teaching of a Foreign Language (3)
hour course in health or first aid	Professional Education, Practicum 6
2. French Concentration for Secondary (9-12)	EDU 439, Observation and
Teacher Certification	Directed Teaching (9-12) (6)
French	
	E. Spanish
Courses Required:	<ol> <li>General Education Program Requirements</li> </ol>
FRE 204, Structural French	Humanities and Fine Arts27-30
and	English Composition (3-6)
FRE 205, Intermediate French I	Foreign Language (6)
or FRE 205, Intermediate French I	Literature (6)
and	A three-hour course in major
FRE 206, Intermediate French II (6)	British authors
FRE 305, Advanced Conversation	and
and Phonetics (3)	A three-hour course in
FRE 306, Advanced Grammar,	English, American, or world
Composition and Linguistics (3)	literature
Electives:	or
	any literature course in a
FRE 304, French Civilization (3) FRE 364, French Literature to 1789	foreign language
· · ·	Religion (6)
(3) FRE 365, French Literature from	A six-hour introduction to the
1789 to the Present (3)	Old and New Testaments
FRE 366, French Romanticism (3)	or
FRE 367, French Realism and	A three-hour introduction to
Symbolism (3)	Biblical literature and history
~,\o/	

and one advanced three-hour	SPA 306, Advanced Grammar,
course in religion	Conversation and Composition (3)
Fine Arts (6)	Electives:
Chosen from at least two of	— · · · · · · · · · · · · · · · · · · ·
the following categories: art,	SPA 304 Spanish Civilization (3) SPA 364, Spanish Literature to
dance (theory or history),	1800 (3)
music, philosophy, speech,	SPA 365, Spanish Literature from
theatre	1800 to the Present (3)
Social and Behavioral Sciences 12	SPA 366, Spanish-American
HIS 101, The Emergence of	Literature to 1875 (3)
Western Civilization (3)	SPA 367, Spanish-American
or	Literature from 1825 to Present
HIS 102, Modern Western	(3)
Civilization	SPA 368, Modern Spanish Drama
PSY 205, The Psychology of	(3)
Exceptional Individuals (3)	SPA 369, Modern Spanish Prose
SOC 335, American Ethnic	and Poetry (3)
Relations (3)	SPA 494, Seminar in the Golden
Elective (3)	Age of Spain (3)
Must include one of the	Foreign Language 301, Life and
following categories:	Study Abroad (1-3)
economics, cultural	Methods
geography, sociology and	Course Required:
anthropology, politics,	SPA 764, The Teaching of a Foreign
psychology	Language (3)
Mathematics and Natural Sciences 13	3. Professional Education
One laboratory course chosen from	Professional Education, General 1
biology, chemistry, or physics (4)	EDU 232, Foundations of American
One course in mathematics (3)	Education (3)
Electives (6)	EDU 234, Educational Psychology
Must include at least two of	(3)
the following categories:	EDU 466, Preadolescent and
biology, chemistry, physical	Adolescent Behavior (3)
geography, physics, or	EDU 467, The Secondary School
mathematics	(3)
Health and Physical Education 4-5	Professional Education, Methods
Must include four activity courses	EDU 438, Field Experiences, Middle
or	Grades and Secondary (1)
Three activity courses and a two-	EDU 471, Reading in the Content
hour course in health or first aid	Areas (1)
2. Spanish Concentration for Secondary	Foreign Language 764, The
(9-12) Teacher Certification	Teaching of a Foreign Language
Spanish	(3)
Courses Required:	Professional Education, Practicum 6
SPA 204, Structural Spanish	EDU 439, Observation and
and	Directed Teaching (9-12) (6)
SPA 205, Intermediate Spanish I	F. Mathematics
or	General Education Program Requirements
SPA 205, Intermediate Spanish I	Humanities and Fine Arts27-30
and	English Composition (3-6)
SPA 206, Intermediate Spanish II	Foreign Language (6)
(6)	Totalia Banda (v)
SPA 305, Advanced Conversation and Phonetics (3)	

Literature (6)  A three-hour course in major	A major study program in Mathematics     Mathematics
British authors	All prospective teachers of
and	Mathematics take the following
A three-hour course in	courses:
English, American, or world	MAT 110, Elementary Functions
literature	(3)
or	MAT 211, Calculus I (4)
any literature course in a	MAT 212, Calculus II (3)
foreign language	MAT 220, Linear Algebra (3)
Religion (6)	MAT 250, An Introduction to
A six-hour introduction to the	Mathematical Reasoning (1)
Old and New Testaments	MAT 313, Calculus III
or	MAT 321, Modern Abstract
A three-hour introduction to	Algebra (3)
Biblical literature and history	MAT 334, Modern College
and one advanced three-hour course in religion	Geometry (3) MAT 340, Introduction to
3	Probability (3)
Fine Arts (6)	
Chosen from at least two of the following categories: art,	From the following courses, prospective teachers must take 6
dance (theory or history),	hours:
music, philosophy, speech,	MAT 245, Basic Statistics (3)
theatre	MAT 341, Advanced Probability
Social and Behavioral Sciences 12	and Statistics (3)
HIS 101, The Emergence of	MAT 354, Introduction to
Western Civilization (3)	Differential Equations(3)
or	MAT 360, Topics in
HIS 102, Modern Western	Computational Mathematics (3)
Civilization	MAT 410, Advanced Calculus I (3)
PSY 205, The Psychology of	MAT 415, Topics in Analysis (3)
Exceptional Individuals (3)	MAT 425, Topics in Algebra (3)
SOC 335, American Ethnic	MAT 434, Topics in Geometry and
Relations (3)	Topology (3)
Elective (3)	MAT 362, Applied Algebra (3)
Must include one of the	From the following courses,
following categories:	prospective teachers must take 3 hours:
economics, cultural	CSC 100/101, Introduction to
geography, sociology and	Computing/Introduction to a
anthropology, politics,	Language (3)
psychology	CSC 201, Computer Programming
Mathematics and Natural Sciences 13	(3)
One laboratory course chosen from	3. Professional Education
biology, chemistry, or physics (4)	Professional Education, General 12
One course in mathematics (3)	EDU 232, Foundations of American
Electives (6)	Education (3)
Must include at least two of	EDU 234, Educational Psychology
the following categories:	(3)
biology, chemistry, physical	EDU 466, Preadolescent and
geography, physics, or mathematics	Adolescent Behavior (3)
Health and Physical Education 4-5	EDU 467, The Secondary School
Must include four activity courses	(3)
··-	

Three activity courses and a twohour course in health or first aid

Professional Education, Methods5	Mathematics and Natural Sciences13
EDU 438, Field Experiences, Middle	One laboratory course chosen from
Grades and Secondary (1)	biology, chemistry, or physics (4)
EDU 471, Reading in the Content	One course in mathematics (3)
Areas (1)	Electives (6)
MAT 764, The Teaching of	Must include at least two of
Mathematics (3)	the following categories:
Professional Education, Practicum 6	biology, chemistry, physical
EDU 439, Observation and	geography, physics, or
Directed Teaching (9-12) (6)	mathematics
	Health and Physical Education 4-5
G. Social Studies	Must include four activity courses
General Education Program Requirements     Humanities and Fine Arts27-30	Or Three activity courses and a two
English Composition (3-6)	Three activity courses and a two- hour course in health or first aid
•	nour course in nearth of first aid
Foreign Language (6)	2. A major study program in Social Studies
Literature (6)	History Knowledge 21
A three-hour course in major	Required for all History Majors
British authors	and strongly recommended for
and A three-hour course in	students majoring in other
English, American, or world	social science disciplines
literature	HIS 101, The Emergence of
or	Western Civilization
any literature course in a	Or
foreign language	HIS 102, Modern Western Civilization (3)
Religion (6)	HIS 200, Introduction to Latin
A six-hour introduction to the	American History
Old and New Testaments	or
or	HIS 224, Introduction to Non-
A three-hour introduction to	Western Civilization (3)
Biblical literature and history	HIS 214, American History to 1876
and one advanced three-hour	or
course in religion	HIS 215, American History since
Fine Arts (6)	1876 (3)
Chosen from at least two of	History Electives:
the following categories: art,	HIS 302, English History Since
dance (theory or history),	1066 (3)
music, philosophy, speech, theatre	HIS 304, Ancient History (3)
	HIS 306, Soviet Union in the
Social and Behavioral Sciences 12 HIS 101, The Emergence of	Twentieth Century (3)
Western Civilization (3)	HIS 308, Contemporary Europe Since 1945 (3)
or	HIS 309, American Business
HIS 102, Modern Western	History (3)
Civilization	HIS 310, Modern China (3)
PSY 205, The Psychology of	HIS 313, Nineteenth Century
Exceptional Individuals (3)	America (3)
Electives (6)	HIS 314, Colonial American
Must include two of the	History (3)
following categories:	HIS 319, Contemporary American
economics, cultural	History Since 1945 (3)
geography, sociology and	HIS 325, Asian Civilization (3)
anthropology, politics,	HIS 333, History of the South (3)
psychology	HIS 520, History of North Carolina

(3)

21

	Social Science Knowledge 21	Occupational Teacher
	Students are required to select	Education Programs
	three courses from the	Students who expect to obtain an
	recommended courses.	initial N.C. certificate to teach
	Recommended Courses:	business or home economics must
	ECO 210, Macroeconomic	meet both the course and minimum
	Principles (3)	semester hour requirements listed
	ECO 374, Consumer Economics (3)	below.
	GEO 368, Political Geography (3)	I. All College requirements for graduation, including
	POL 100, American Political	A. General education requirements
	System (3)	B. The major study requirements
	SOC 230, Principles of Sociology	
	(3)	II. Minimum semester hours in the occupational
	SOC 335, American Ethnic	education certification subject areas:  A. Business and Office courses,
	Relations (3)	
	Social Science Electives:	semester hours
	ECO 211, Microeconomic	B. Home Economics courses,
		semester hours
	Principles (3)	III. Minimum semester hours in professional education
	GEO 204, Elements of Physical	and related courses:
	Geography (3)	A. EDU 232, Foundations of American Education 3
	POL 303, Contemporary American Politics	B. EDU 234, Educational Psychology
	or	C. PSY 205, Psychology of Exceptional Individuals . 3
	POL 200, Parties and Pressure	D. SOC 335, American Ethnic Relations
	Groups (3)	E. EDU 764, Methods
	SOC 260, Cultural Anthropology	F. The Block Courses
	(3)	EDU 438, Field Experiences: Middle Grades
	SOC 231, Social Problems (3)	and Secondary
,		EDU 439, Observation and Directed
٥.	Professional Education	Teaching (7-12) 6
	Professional Education, General 12	EDU 466, Preadolescent and
	EDU 232, Foundations of American	Adolescent Behavior
	Education (3) EDU 234, Educational Psychology	EDU 467, The Secondary School
	(3)	•
	EDU 466, Preadolescent and	IV. National Teacher Education (NTE) Requirements for
	Adolescent Behavior (3)	Admission to Teacher Education
	EDU 467, The Secondary School	A. The NTE Core Battery Test I, Communication
	(3)	Skills, and the NTE Core Battery Test II,
		General Knowledge, must be taken at the end of
	Professional Education, Methods5 EDU 438, Field Experiences, Middle	the sophomore year.  B. To be admitted formally to the Occupational
	Grades and Secondary (1)	Teacher Education Program, the student must
	EDU 471, Reading in the Content	make a minimum score of 636 on the NTE CBT I
	Areas (1)	and a minimum score of 631 on the NTE CBT II.
	SST 764, The Teaching of	1. The tests may be taken more than
	Social Studies (3)	once.
	Professional Education, Practicum 6	2 . Admission policies operate to limit
	EDU 439, Observation and	the progression of potential
		candidates in teacher education
	Directed Teaching (9-12) (6)	programs to introductory courses
		only, or to no more than one-half of
		the total professional studies
		program, exclusive of student
		teaching, until formal admission
		requirements (including the minimum
		required scores on the NTE CBT I
		and II) have been satisfied.

A. Business and Office Education	Health and Physical Education 4-5
<ol> <li>The General Education Program</li> </ol>	Must include four activity courses
Requirements	or
Humanities and Fine Arts27-30	Three activity courses and a two-
English Composition (3-6)	hour course in health or first aid
Foreign Language (6)	
	2. Basic Business Certification 57
Literature (6)	These courses include a prescribed core
A three-hour course in major	of 24 hours, a concentration in
British authors	management of 24 hours, and additional
and	courses to meet the competencies for
A three-hour course in	certification
English, American, or world	Core
literature	ECO 210, Principles – Macro (3)
or	
any literature course in a	ECO 211, Principles – Micro (3)
foreign language	BUS 230, Accounting Principles I
Religion (6)	(3)
A six-hour introduction to the	BUS 231, Accounting Principles II
	(3)
Old and New Testaments	BUS 346, Management Principles
or	(3)
A three-hour introduction to	BUS 366, Marketing Principles (3)
Biblical literature and history	BUS 490, Corporate Finance (3)
and one advanced three-hour	MAT 245, Basic Statistics (or
course in religion	equivalent) (3)
Fine Arts (6)	Concentration
Chosen from at least two of	BUS 332, Managerial Accounting
the following categories: art,	
dance (theory or history),	(3) PUS 400 Pusings Policy (3)
music, philosophy, speech,	BUS 499, Business Policy (3)
theatre	BUS 384, Business Communication
	and Reports (3)
Social and Behavioral Sciences 12	BUS 454, Business Law (3)
HIS 101, The Emergence of	BUS 480, Business Internship (3)
Western Civilization (3)	Approved electives, selected from
or	BUS 110, 333, 446, 448, 466,
HIS 102, Modern Western	468, 492, 494 and ECO 310, 311,
Civilization	364, 455 (9)
PSY 205, The Psychology of	Required Courses Not Counted in
Exceptional Individuals (3)	Major
SOC 335, American Ethnic	BUS 220, Typewriting (3)
	ECO 374, Consumer Economics (3)
Relations (3)	CSC 100, Introduction to
Elective (3)	Computing (2)
Must include one of the	CSC 101, Introduction to a
following categories:	
economics, cultural	Language (1)
geography, sociology and	CSC 211, Cobol Programming (3)
anthropology, politics,	3. Professional Education 23
psychology	Professional Education, General 12
Mathematics and Natural Sciences 13	EDU 232, Foundations of American
One laboratory course chosen from	Education (3)
biology, chemistry, or physics (4)	EDU 234, Educational Psychology
	(3)
One course in mathematics (3)	EDU 466, Preadolescent and
Electives (6)	Adolescent Behavior (3)
Must include at least two of	EDU 467, The Secondary School
the following categories:	(3)
biology, chemistry, physical	Professional Education, Methods5
geography, physics, or	Froressional Education, Methods
mathematics	

	EDU 438, Field Experiences, Middle Grades and Secondary (1) EDU 471, Reading in the Content Areas (1) BUS 764, The Teaching of Business (3) Professional Education, Practicum 6 EDU 439, Observation and Directed Teaching (9-12) (6)	Mathematics and Natural Sciences 13  Two laboratory courses chosen from biology, chemistry, or physics (8)  One course in mathematics (3)  Electives (2)  Chosen from biology, chemistry, physical geography, physics, or
В.	Home Economics Education  1. The General Education Program Requirements Humanities and Fine Arts27-30 English Composition (3-6)	mathematics Health and Physical Education 4-5 Must include four activity courses or Three activity courses and a two- hour course in health or first aid
	Foreign Language (6)  Literature (6)  A three-hour course in major British authors and A three-hour course in English, American, or world literature or any literature course in a foreign language Religion (6) A six-hour introduction to the Old and New Testaments or A three-hour introduction to Biblical literature and history and one advanced three-hour course in religion  Fine Arts (6) Chosen from at least two of the following categories: art, dance (theory or history), music, philosophy, speech, theatre  Social and Behavioral Sciences 12 HIS 101, The Emergence of Western Civilization (3) or HIS 102, Modern Western Civilization PSY 205, The Psychology of Exceptional Individuals (3) SOC 335, American Ethnic Relations (3) Elective (3) Must include one of the following categories: economics, cultural geography, sociology and	2. A Major Study Program in Home Economics Child Development and Family Relationships
	anthropology, politics, psychology	

3. Professional Education	Social and Behavioral Sciences 12
Professional Education, General 12 EDU 232, Foundations of American	HIS 101, The Emergence of Western Civilization (3)
Education (3) EDU 234, Educational Psychology	or HIS 102, Modern Western
(3) EDU 466, Preadolescent and	Civilization
Adolescent Behavior (3)	PSY 205, The Psychology of
EDU 467, The Secondary School	Exceptional Individuals (3)
(3)	Electives (6)
Professional Education, Methods 7	Must include two of the
EDU 438, Field Experiences, Middle	following categories: economics, cultural
Grades and Secondary (1)	geography, sociology and
EDU 471, Reading in the Content	anthropology, politics,
Areas (1)	psychology
HEC 764, Methods of Teaching	Mathematics and Natural Sciences 13
Home Economics (3)	One laboratory course chosen from
HEC 765, Occupational Home Economics (2)	biology, chemistry, or physics (4)
• •	One course in mathematics (3)
Professional Education, Practicum 6 EDU 439, Observation and	Electives (6)
Directed Teaching (9-12) (6)	Must include at least two of
Directed Teaching (7 12) (0)	the following categories:
	biology, chemistry, physical
C. 1 1. C 1. C IAI and any Duna market	geography, physics, or
School Social Service Worker Program	mathematics
Students may wish to earn the N.C. school social	Health and Physical Education 4-5
service worker certificate. Program requirements for School Social Work Personnel follow:	Must include four activity courses
1. The General Education Program	or Three activity courses and a two-
Requirements	hour course in health or first aid
Humanities and Fine Arts27-30	nour course in nearth or first aid
English Composition (3-6)	2 Specific Poquiroments for Social Work
Foreign Language (6)	Specific Requirements for Social Work     Major
Literature (6)	·
A three-hour course in major	Specified Liberal Arts Courses 22 (May also count toward general
British authors	education requirements)
and	BIO 101, General Biology I (3)
A three-hour course in	SOC 230, Principles of Sociology
English, American, or world	(3)
literature	PSY 100, General Psychology (3)
Or	PSY 206, Psychology of Sex Roles
any literature course in a foreign language	(3)
	SOC 335, American Ethnic
Religion (6)  A six-hour introduction to the	Relations (3) POL 100, American Political
Old and New Testaments	System (3)
or	SOC 374, Social Research (3)
A three-hour introduction to	SOC 375, Social Research Lab (1)
Biblical literature and history	Social Work Courses
and one advanced three-hour	SWK 240, Social Work as a
course in religion	Profession (3)
Fine Arts (6)	SWK 301, The American Social
Chosen from at least two of	Welfare System (3)
the following categories: art,	SWK 302, Social Policy Analysis
dance (theory or history),	(3)

SWK 303, Human Behavior in the

Social Environment (3)

music, philosophy, speech,

theatre

SWK 304. Social Work Practice I SWK 401. Social Work Practice II. (3)SWK 402, Social Work Field Experience (10) SWK 403, Field Instruction Seminar (2) SWK 404, Research Applications for Social Work Practice (2) EDU 232, Foundations of American Education (3) EDU 234, Educational Psychology PSY 205, The Psychology of Exceptional Individuals (3) SWK 405, Social Work in Public Schools (3) 4. National Teacher Education (NTE)

National Teacher Education (NTE)
 Requirements for Admission to Teacher
 Education

The NTE Core Battery Test I, Communications Skills, and the NTE Core Battery Test II, General Knowledge, must be taken at the end of the sophomore year.

To be formally admitted to the Teacher Education Program, the student must make a minimum score of 636 on the NTE CBT I and a minimum score of 631 on the NTE CBT II.

The tests may be taken more than once.

Admission policies operate to limit the progression of potential candidates in teacher education programs to introductory courses only.

# Special Subject Area Teacher Education (Grades K-12) Programs

I. Art (K-12)

A. All College requirements for graduation.

B. Minimum semester hours in teaching field for grades K-12.

C. General Education Program Requirements Humanities and Fine Arts.....27-30 English Composition (3-6) Foreign Language (6) Literature (6) A three-hour course in major British authors and A three-hour course in English, American, or world literature or Any literature course in a foreign language Religion (6) A six-hour introduction to the Old and New Testaments A three-hour introduction to Biblical literature and history and one advanced three-hour course in religion Fine Arts (6) Chosen from at least two of the following categories: art, dance (theory or history), music, philosophy, speech. theatre

Social and Behavioral Sciences . . . . . 12 HIS 101, The Emergence of Western Civilization (3)

HIS 102, Modern Western Civilization

PSY 205, The Psychology of Exceptional Individuals (3) SOC 335, American Ethnic Relations (3)

Elective (3)

Must include one of the following categories: economics, cultural geography, sociology and anthropology, politics, psychology

teacher preparation program.

	Mathematics and Natural Sciences13  One laboratory course chosen from biology, chemistry, or physics (4)  One course in mathematics (3)  Electives (6)  Must include at least two of	<ol> <li>To be eligible for the North Carolina Initial Certificate in Art K-12, the student must make a minimum score of 644 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.</li> </ol>
	the following categories: biology, chemistry, physical geography, physics, or mathematics Health and Physical Education 4-5	<ul> <li>II. Music (K-12)</li> <li>A. All College requirements for graduation.</li> <li>B. Minimum semester hours in teaching field for grades K-12.</li> </ul>
	Must include four activity courses	Music courses, semester hours
	or Three activity courses and a two- hour course in health or first aid	C. Program Requirements for Music Education (K-12) Liberal Arts and Sciences
		Major British Writers (3)
D.	The Core Curriculum	Foreign Language (6) (Students will be placed at the appropriate level by the Department of Foreign Languages)
	ART 100, Theory and Practice of the Visual Arts (2) ART 120, Introduction of Art History (3)	Religion (6) History of Western Civilization, 101 or 102 (3)
	ART 322, Modern Art History (3) ART 210, Painting I (3)	American Ethnic Relations, Sociology 335 (3)
	ART 492, Senior Project (Exhibit, Portfolio,	Mathematics (3)
	or Research) (1) Electives in art courses numbered 200 or above, three of which must be in Art	Natural Science (select from Biology, Chemistry, Physical Geography, Physics) (3-4)
E.	History (9) Other Required Art Courses	Health and Physical Education (select four activity courses or two activity courses and one two-hour course in health or first aid) (4)
	ART 270, Fiber or Metal Crafts (3) ART 350 or ART 351, Printmaking (3)	Electives in Liberal Arts and Sciences (4)
Е	ART 310, Advanced Painting (3) Art History Elective (3) Professional Education Courses	Psychology of the Exceptional Individual (3)
г.	EDU 234, Educational Psychology (3) EDU 471, Reading in the Content Area (1)	Music and Professional Education
	ART 734, Theory and Methods of Teaching	Ear Training 150, 151, 252, 253 (4)
	Art K-6 (3)	Keyboard 140, 141, 242, 243 (4)
	ART 735, Theory and Methods of Teaching Art K-12 (3)	Music Literature 215 (2)
	EDU 439, Observation and Directed Teaching	Music History 310, 311, 312, 313 (8)
	(6)	Winds and Percussions 070 (4)
G.	National Teacher Education (NTE) Requirements	String Instruments 060 (2)
	for North Carolina Initial Certification in Special	Guitar Lab 068 (1)
	Subject Area Programs (K-12)	Instrumentation 304 (1)
	<ol> <li>The NTE Core Battery Test III, Professional Knowledge, and the NTE</li> </ol>	Choral Arranging 308 (2)
	Specialty Area Test in the student's area	Conducting 300, 301 (4)
	of concentration must be taken during, or	Principal Applied Study (14)

Second Applied Study(ies) (3)
Students whose principal applied study is not voice should take three hours of voice as secondary applied or elective

Graduation Recital 490 (1)

Keyboard Proficiency

Materials and Methods, Elementary 720 (2)

Materials and Methods, Middle 721 (2)

Materials and Methods, Secondary 722 (2)

Educational Psychology (3)

Foundations of American Education (3)

Student Teaching 439 (Block) (6)

Electives in Music, Professional Education, or Psychology (0-2)

Reading, Education 344 or 471 (1-3)

- D. National Teacher (NTE) Requirements for North Carolina Initial Certification in Special Subject Area Programs (K-12)
  - The NTE Core Battery Test III, Professional Knowledge, and the NTE Special Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.
  - 2. To be eligible for the North Carolina Initial Certificate in Music K-12, the student must make a minimum score of 644 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

#### III. Reading Certification (K-12)

The student must have a teaching certificate in some area other than reading or be enrolled in a program leading to an initial N.C. teaching certificate in some area other than reading.

A student who wishes to add reading certification to the existing or proposed initial certification must meet the requirements listed below.

A. Prerequisites

EDU 344, Communication Skills in the
Elementary School 5-6
EDU 455, Literature in the Elementary
School
B. Additional requirements
EDU 470, Survey of Reading
EDU 471, Reading in the Content
Areas
EDU 472, Diagnosis of Reading Ability 2
EDU 473, Remedial Reading Instruction 2
EDU 474, Reading Practicum

#### **Education Courses**

Foundations of American Education, EDU 232, is recommended as the first course in the professional sequence.

#### 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural/historical foundations perspective including an understanding of the American educational goal. Consideration is given to educational organization, finance, law, administration and curricula, as well as current issues facing American schools. School related observations required. Credit, three hours.

#### 234 EDUCATIONAL PSYCHOLOGY

A study of the philosophical principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. School observations required. Credit, three hours.

## 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

A study of the interrelated processes of listening, speaking, reading, and writing with particular emphasis upon the major aspects of reading instruction. Included in the course is an intensive study of the major word attack skills. The relationship of phonology to orthography is explored, and strategies for teaching interrelated phonics and structural analysis skills are developed.

The particular needs of the early childhood and intermediate teacher will be considered. School observations required. *Credit, three hours.* 

## 348 PERSPECTIVES IN EARLY CHILDHOOD EDUCATION

A review of the historical, philosophical, and psychological foundations of early childhood education. Emphasis will also be given to the development of concepts in young children. School observations required. Credit, three hours.

## 349 TEACHING IN THE INTERMEDIATE AND MIDDLE SCHOOLS

A study of the structure and function of intermediate and middle schools with emphasis on the role of the teacher. Consideration is given to curriculum, planning and evaluation, instructional materials and resources, teacher-parent relationships, records, and reports. Fall. School observations required. *Credit, three hours*.

## 438 FIELD EXPERIENCES: MIDDLE AND SECONDARY GRADES

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 30 hours in a middle school or secondary school setting will be required. Block course. Pass-fail. Credit, one hour.

Education

#### 439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience at the appropriate grade level in a school setting:

Early childhood education students at the K-4 grade levels only

Intermediate education students at the 4-6 grade levels only

Middle grades education students at the 6-9 grade levels only

Secondary education students at the 9-12 grade levels only

Special subject area education students at the K-12 grade levels only

Occupational education students at the 7-12 grade levels only

Weekly seminars are arranged. Fee \$100.00. Block course. Pass-fail grading only. Credit, six hours.

#### Student Teaching Requirements

The following requirements must be met before a student is permitted to register for student teaching.

- A. An overall grade point average of 2.00 or above to have been achieved by the end of the term prior to student teaching.
- B. Observation and participation in the public schools.
- C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness.
- D. Current enrollment in, or satisfactory completion of, all required methods courses.
- E. The required physical exam for public school teachers.
- F. Filing of an application for student teaching placement with the Department of Education.

#### 440 SEMINAR IN EDUCATION

(Early Childhood and Intermediate)

A study of the current issues having a direct influence upon educational practice and research. School observations required. Block course. Pass-fail grading only. *Credit, one hour*.

#### 455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course. Credit, two hours.

## 456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of mathematics in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit. two hours*.

#### 457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of science in the elementary school with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours*.

## 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours*.

## 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and problems of preadolescents and adolescents, with consideration of the psychological basis of preadolescent and adolescent behavior, including measurement procedures and research results. Block course. Credit, three hours.

#### 467 THE SECONDARY SCHOOL

A study of the secondary school in America. Emphasis is given to historical development, issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and evaluation. Block course. Credit, three hours.

#### 470 SURVEY OF READING

A study of the methods, materials, and basic research in developmental reading. Emphasis is given to identifying, selecting, and evaluating reading methodologies, programs, and materials. *Credit, two hours*.

#### **471 READING IN THE CONTENT AREAS**

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit or grade and three hours credit.

#### 472 DIAGNOSIS OF READING ABILITY

A study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic techniques. Emphasis is given to determining students' interests and readiness for reading and to measuring mastery of basic reading skills. Credit, two hours.

#### 473 REMEDIAL READING INSTRUCTION

A study of the various ways of meeting the needs of individuals and groups by prescribing reading programs based upon diagnosis of needs and knowledge of methods and materials. Emphasis is given to developing study guides, modifying text material, and locating supplementary materials. Credit, two hours.

#### 474 READING PRACTICUM

Designed to provide tutoring experiences which interrelate reading and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading instructional programs for students including continuous diagnosis, selection and use of materials, and developing reading record-keeping procedures. *Credit, three hours*.

#### Methods Courses

A specific methods course is offered for each teacher certification program. In this course the student is introduced to the methods used in the student's teaching field and teaching levels.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

- 734 Methods in the Teaching of Art. Credit, three hours.
- 744 Art in the Elementary School. Credit, two hours.
- 764 The Teaching of Science. Credit, three hours.
- 764 The Teaching of Business. Credit, three hours.
- 764 The Teaching of Foreign Language. Credit, three hours.
- 744 Health Education in the Elementary School. Credit, two hours.
- 744 Physical Education in the Elementary School. Credit, two hours.
- 764 The Teaching of Social Studies. Credit, three hours.
- 764 Methods of Teaching Home Economics. Credit, three hours.
- 764 Methods of Teaching Secondary Mathematics.

  Credit. three hours.

- 720 Materials and Methods for Teaching Music in Grades K-4. Credit, two hours.
- 721 Materials and Methods for Teaching Music in Grades 4-6. Credit, two hours.
- 722 Materials and Methods for Teaching Music in Grades 7-12. Credit, two hours.
- 744 Music in the Elementary School. Credit, two hours.

### **ENGLISH**

Professor Brewer, Head; Professors Knight and Gilbert; Associate Professors English and Taylor; Assistant Professors Walton, Jackson, and Furnish; Instructor, Miller. Writer in Residence Betty Adoock.

The courses offered by the Department of English are designed to foster in the student

- the ability to think logically and independently
- · skills in speaking and writing
- an appreciation for and enjoyment of literature
- · an appreciation of human values

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as pre-professional training for business, law, and medicine.

### Requirements for a Major

Thirty-two hours in English, including 111, 201, 202, 206, 275, 375, and a seminar.

Twelve hours in the following areas:

- 3 in medieval literature (351 or 352)
- 3 in Shakespeare (355 or 356)
- 3 in 18th/19th Century (340, 365, 367, or 368)
- 3 in 20th Century (364, 370)

An additional 3 hours in courses numbered above the 200's.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

# Requirements for a Concentration in Professional Communications

Eighteen hours, including ART 103, ART 240, SPE 225, ENG 358, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, or ENG 9-- (Special Topics in Publications). Additional hours may be taken in ART 230, 231, 241, and 340, and BUS 366, 466, 467 and 468. Internships (ENG 930) are open to juniors and seniors for one to three hours of credit.

### Prerequisites

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

#### 111 PRINCIPLES OF WRITING

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers. *Credit, three hours*.

#### 112 EXPOSITORY WRITING

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent. *Credit, three hours*.

#### 201 MAIOR BRITISH WRITERS

A study of major British writers designed to foster appreciation and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue emphasis on composition. Authors studied: Chaucer, Shakespeare, Milton, an 18th century writer, Wordsworth, Browning, and a 20th century writer. Credit. three hours.

#### 202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to ENG 201. Spring. Credit, three hours.

#### 206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography. Credit, three hours.

## [208 WORLD MASTERPIECES IN TRANSLATION] Credit. three hours.

#### 235 CREATIVE WRITING: EMPHASIS POETRY

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Fall, *Credit, three hours*.

#### [236 CREATIVE WRITING: EMPHASIS PROSE]

Narration and poetry from the writer's perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry. Fall. *Credit, three hours*.

#### 240 INTRODUCTION TO FILM

This course will be a study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period through the 1980's by both American and European directors. Fall. *Credit, three hours.* 

#### [245 INTRODUCTION TO JOURNALISM]

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Fall. Credit, three hours.

#### 275 TECHNIQUES OF LITERARY RESEARCH

An introduction to the process and techniques of gathering and recording data for a literary research paper. Fall. *Credit, one hour.* 

#### [340 DEVELOPMENT OF THE BRITISH NOVEL]

A study of the development of the British novel from its origins to the beginning of the twentieth century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy and others. Spring. Credit, three hours.

#### 351 OLD ENGLISH

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Fall. *Credit, three hours*.

#### 352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material. Spring. Credit. three hours.

#### 355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. ENG 355, Fall; ENG 356, Spring. Credit, three or six hours.

#### 357 MILTON SEMINAR

Poetry and selected prose. Fall. Credit, three hours.

## 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical report. A review of the principles of grammar as they apply to editing and proofreading. An introduction to word processing and machine editing. Fall and Spring. Credit, three hours.

#### 359 AMERICAN LITERATURE SEMINAR

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: ENG 206 or equivalent. Spring. Credit, three hours.

## 364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY

A study of 20th century English and American poets and their works, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. Spring. Credit, three hours.

## 365 ENGLISH POETRY OF THE ROMANTIC PERIOD

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. Fall. Credit, three hours.

## [367 ENGLISH POETRY OF THE VICTORIAN PERIOD]

A study of the poetry of Browning and Tennyson, with selections from other poets of the Victorian period. Fall. Credit, three hours.

## 368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. Spring. Credit, three hours.

## 370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY

A study of the 20th century English and American writers of prose, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing. Fall. Credit, three hours.

#### 375 RESEARCH PROJECT

Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite or co-requisite ENG 374. Fall and Spring. Credit, one hour.

#### 475 INTRODUCTION TO LITERARY CRITICISM

An introduction to the art of literary criticism from Aristotle to Derrida. Spring. Credit, one hour.

#### 498 SENIOR SEMINAR

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Open only to majors in English. Spring. Credit, three hours.

#### 764 THE TEACHING OF ENGLISH

A study of different methods of teaching the content and skills included in a secondary English curriculum. Block. Fall. Credit, three hours.

Students who wish advanced study and research in literature should consult with the departmental chairman and arrange for it through the special studies options listed on page 77. Students may elect courses through the Cooperating Raleigh Colleges.

### FOREIGN LANGUAGES

Professor Kurtz, *Head*; Associate Professors Comeaux and Ledford; Assistant Professors Pitts, Short, Thomas and Winz; Instructor Reiss.

The Department of Foreign Languages offers a major and a minor in French and Spanish, two years of Latin with some advanced work for those who need it, and three years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization and literature.

### Requirements for a Major

Thirty hours in foreign languages above 101, 102, including 364 and 365. Majors in French and Spanish must include 305 and 306. Majors in Spanish must also include 366 and 367. All foreign language majors must take HIS 102, and are urged to include a second language as a related field. In order to comply with certification requirements, students who plan to teach French or Spanish must take the courses numbered 305 and 306 in the language to be taught. All students planning to teach a foreign language must take 764 which may not be counted toward a major. Advanced courses in literature are open to non-majors. In these courses, some accommodation is made for non-majors in the use of the language.

#### Advanced Placement

A placement test will be given in August only to those who request it. Entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 level.

Students will be placed at the appropriate level on the basis of number of high school units. Entering and continuing students may receive up to six hours credit for intermediate language courses. (Advanced placement credit is never awarded for elementary courses.) To receive advanced placement credit, a student must apply to the department upon completion of two three-hour courses at the 300 level with a grade of C or better.

#### French

#### 101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE 204. One hour of language laboratory required per week. *Credit, three hours.* 

#### 102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only. A one-hour lab will be required per week. Spring. *Credit, three hours.* 

#### 118 / COURSES OF STUDY

Foreign Languages

#### 204 STRUCTURAL FRENCH

Conversational and written French for students who had some high school work in the language, but who cannot qualify for FRE 205. Language laboratory required. *Credit, three hours.* 

#### 205 INTERMEDIATE FRENCH I

A review and continuation of FRE 102 and FRE 204, and gradual introduction of graded readings. Language laboratory required. Prerequisite: FRE 102, FRE 204 or equivalent. *Credit, three hours*.

#### 206 INTERMEDIATE FRENCH II

A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Language laboratory required. Prerequisite: FRE 205 or equivalent. Spring. *Credit, three hours*.

#### 301 FRENCH FOR CAREERS

Introduction to French business, government, economy, and geography with emphasis on development of practical communication skills. Prerequisite: FRE 205 or equivalent. *Credit, three hours.* 

#### 304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. *Credit, three hours*.

## 305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in French. Prerequisite: FRE 205 or equivalent. Credit, three hours.

## 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Required of majors in French. Prerequisite: FRE 205 or equivalent. Credit, three hours.

#### 364 FRENCH LITERATURE TO 1789

Selected reading in French literature from the beginnings to the French revolution with some emphasis on culture and civilization. Prerequisite: FRE 205 or equivalent. Credit, three hours.

## 365 FRENCH LITERATURE FROM 1789 TO THE PRESENT

Selected readings in French literature from the French revolution to the present. Prerequisite: FRE 205 or equivalent. *Credit, three hours.* 

#### 366 FRENCH ROMANTICISM

Credit, three hours.

#### 367 FRENCH REALISM AND SYMBOLISM

A study of Realism and Symbolism as reflected in various genres. Emphasis on Flaubert and Baudelaire. Credit, three hours.

#### 368 MODERN FRENCH LITERATURE

A general study of the main literary movements of the 20th century. Credit, three hours.

#### 369 CONTEMPORARY FRENCH LITERATURE

From 1945 to the present. Emphasis on Camus, Sartre, and Robbe-Grillet. Credit, three hours.

#### 394 SEMINAR IN SEVENTEENTH CENTURY

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. Credit, three hours.

#### 395 SEMINAR IN EIGHTEENTH CENTURY

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships. Credit, three hours.

#### 764 THE TEACHING OF A FOREIGN LANGUAGE

May not be counted toward a major. Credit, three hours.

#### German

#### 101 ELEMENTARY GERMAN I

Introduction to the German language through analysis. Grammar, graded readings, and some oral emphasis. Open to students who cannot qualify for GER 102. *Credit, three hours.* 

#### 102 ELEMENTARY GERMAN II

A review and continuation of GER 101. Prerequisite: GER 101 or equivalent. Credit, three hours.

#### 201, 202 INTERMEDIATE GERMAN

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; some practice in use of the spoken language. Prerequisite: GER 102 or equivalent. *Credit, six hours.* 

#### 366 ADVANCED GERMAN READING

Topics studied to be selected by instructor, after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: GER 202 or instructor's permission. Credit, three hours.

#### Latin

#### 101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar. Credit, three hours.

#### 102 ELEMENTARY LATIN II

A review and continuation of LAT 101. Increased emphasis on reading. Credit, three hours.

#### 201, 202 INTERMEDIATE LATIN

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid. Credit, six hours.

### 364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: LAT 201, 202 or advanced placement. Credit, six hours

#### 366, 367 ADVANCED LATIN READING

Authors studied to be selected by instructor — after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: LAT 364, 365 or instructor's permission. Credit, six hours.

### Spanish

#### 101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA 204. A one-hour lab will be required. *Credit, three hours*.

#### 102 ELEMENTARY SPANISH II

A review and continuation of SPA 101. English will be used in the classroom for orientation purposes only. A one-hour lab will be required where necessary. Credit, three hours.

#### 204 STRUCTURAL SPANISH

Conversational and written Spanish for students who had some high school work in the language, but who cannot qualify for SPA 205. Language laboratory required. Credit, three hours.

#### 205 INTERMEDIATE SPANISH I

A review and continuation of SPA 102 and SPA 204, and gradual introduction of graded readings. Language laboratory required. Prerequisite: SPA 102, SPA 204, or equivalent. *Credit, three hours*.

#### 206 INTERMEDIATE SPANISH II

A continuation of SPA 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Language laboratory required. Prerequisite: SPA 205 or equivalent. Spring. Credit, three hours.

#### 304 SPANISH CIVILIZATION

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music. Taught alternately with SPA 494. Credit, three hours.

## 305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in Spanish. Credit, three hours.

## 306 ADVANCED GRAMMAR, CONVERSATION AND COMPOSITION

Required of majors in Spanish. Credit, three hours.

### 364 SPANISH LITERATURE TO 1800

Selected Spanish literature beginning with the "Poema de mio Cid" and going through the seventeenth century. *Credit, three hours*.

#### 365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with SPA 366, 367. Prerequisite: SPA 201, 202 or advanced placement. *Credit, three hours.* 

#### 366 SPANISH-AMERICAN LITERATURE TO 1875

A study of the key authors and texts of the Spanish Colonial and Independence Periods. *Credit, three hours.* 

## 367 SPANISH-AMERICAN LITERATURE FROM 1825 TO THE PRESENT

Selected readings from key authors such as Darío, Azuela, Carpentier and Neruda. Credit, three hours.

#### 368 MODERN SPANISH DRAMA

Open to seniors and to others by special permission. Alternates with SPA 369. Credit, three hours.

#### 369 MODERN SPANISH PROSE, POETRY

Masterpieces of modern Spanish prose, (emphasis on the novel) beginning with Miguel de Unamuno. Selected poetry from Nobel Prize winners, Vicente Aleixandre, others. Alternates with SPA 368. *Credit, three hours.* 

## 494 SEMINAR IN THE GOLDEN AGE OF SPAIN

Selected works from Cervantes and the Golden Age Theater. Credit, three hours.

#### 301 LIFE AND STUDY ABROAD

One to three hours credit for study and residence in the country of the target language.

#### 764 THE TEACHING OF A FOREIGN LANGUAGE

May not be counted toward a major. Credit, three hours.

Students who wish advanced study in foreign languages should consult with the departmental head and arrange for it through the special studies options listed on page 77. Students may elect courses at other Cooperating Raleigh Colleges.

### HEALTH, PHYSICAL EDUCATION, AND DANCE

Associate Professor Massey, *Head* and Athletic Director; Assistant Professors Allen, Bross, and Chamblee; Adjunct Colwell, Brown, Melito and Pritchard; Huggins, Director of Equitation.

Through health, physical education and dance the student gains greater knowledge and appreciation of her physical self as well as develops skills and creative abilities. The department offers a wide variety of activities with special emphasis on fitness, life-time sports and dance. For the highly skilled there are opportunities to participate in the intercollegiate program, the dance theatre, or the aqua angels. A student may expand her study in these areas pursuing either a minor or contractual major. One who wishes special studies should consult with the department head. Courses not available at Meredith may be taken through the Cooperating Raleigh Colleges.

# Theory: Health 100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge and understanding pertaining to personal and community health. Special emphasis on developing positive health attitudes and practices. Credit, two hours.

#### 200 FIRST AID

A course designed to prepare students with the knowledge and skills to meet most situations when emergency first aid care is necessary. Red Cross CPR Certification. Credit. two hours.

## 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of the elementary school-age children and provide them with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements. Credit, two hours.

# Theory: Physical Education 329 PHYSICAL FITNESS

A course designed for students to gain knowledge related to the interrelationship of fitness, nutrition, weight control, body mechanics, stress, values of exercise and skill programs. Proper methods of exercise and weight training are stressed. Credit, three hours.

## 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the physical education needs and interests of elementary school-age children and to provide them with information, ideas, and experiences pertinent to principles, planning, teaching, and evaluating physical education at the elementary school level. Does not meet general education requirements. *Credit, two hours.* 

### Theory: Dance 256 DANCE COMPOSITION I

An introductory course to the basic elements of solo and duet choreography - space design, rhythm, texture, musical accompaniments and subject matter. Selected readings on both traditional and avant-garde approaches to composition. Students will compose orginial solo movement phrases and explore the different techniques used when composing for two dancers. (prerequisite PED 157 or by faculty permission) Counts as an elective in the humanities and fine arts. Credit three hours.

#### 356 DANCE COMPOSITION II

A study of the effects of time, space and energy on movement designed for a large group. Methods of organizing movement designed for a large group will be explored as well as a study of the aesthetics concerns of the 20th century choreographers. Students will develop an original idea into a group choreography that demonstrates an understanding of the craft and art of making dances. (prerequisites PED 256 or by faculty permission) Counts as an elective in the humanities and fine arts. Credit, three hours.

#### 359 DANCE HISTORY

A survey of the development of dance in the 20th century and the ideas of the 19th century that were crucial to these developments. Counts as elective in the humanities and fine arts. Credit, three hours.

### **Activity Classes**

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional physical education activity courses which may be taken for a grade or pass/fail. However, no more than eight credits may be counted in the 124 hours required for graduation. Exceptions to the maximum of eight credits for students minoring in physical education or dance must be approved by the department head and by the academic dean or registrar.

A student may repeat a course at the same level only with special permission granted by the departmental head and upon recommendation from her previous instructor.

All activity courses carry one credit hour per semester. A student may not audit an activity course without special permission from the department head. Pass-fail grading only. (See page 77 for exception.)

### Physical Education

### Aquatics

- 110 Swimming I for non-swimmers.
- 113 Synchronized Swimming I fundamentals including stunts, stroke variations, and choreography; must be a strong swimmer and know basic strokes.
- 210 Swimming II must be able to swim in deep water.
- 310 Swimming III advanced strokes, synchronized and diving.
- 311 Advanced Life Saving for strong swimmers to qualify for Red Cross Advanced Life Saving Certificate.
- 312 Water Safety Instructor Prerequisite: current Red Cross Advanced Life Saving Certificate.
- 313 Synchronized Swimming II Aqua Angels (performing group); advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

### Conditioning and Physical Fitness

- 120 Conditioning includes jogging and activities for muscle tone, weight, and figure control.
- 122 Aerobics exercise to music.
- **123** Aerobics Activities A combination of aerobic exercise, cycling, jogging, and swimming.
- 124 Weight Training Omnikinetic (Hydra-fitness) and isotonic weight lifting (universal and free weights) for muscle strength and endurance.
- **125** Aquatic Fitness Exercise and swimming to music.
- 126 Muscle Tone and Stretch An extensive isokinetic workout for increasing strength, flexibility and muscle tone for all major muscle groups.

### Equitation\*

The equitation program offers instruction in balance seat. It helps to develop control of the horse and a firm riding seat. Skill for lifetime recreation is the aim of the instruction at all levels.

Boarding facilities are available for a fee (see page 28). Before being permitted to ride, a student must sign the release form available in the business office.

- 130 Equitation I (Beginner)
- 230 Equitation II Prerequisite: PED 130 or equivalent.
- 330 Equitation III Prerequisite: PED 230 or equivalent.

### Individual Sports

- 140 Archery
- 141 Badminton I (Beginner)
- 142 Bowling I\* (taught at Western Lanes).
- 143 Golf I\*
- 146 Tennis (Beginner)
- 147 Snow Skiing\* taught between semesters (French Swiss Ski College, Boone, North Carolina.)
- 148 Racquet Ball I\* (taught at Carolina Courts)
- 149 Sailing I\* (taught at Meredith and Jordan Lake)
- **241 Badminton II** Prerequisite: PED 141 or equivalent
- 242 Bowling II\* Prerequisite: PED 142 or equivalent
- 243 Golf II\* Prerequisite: PED 143 or equivalent.
- 246 Tennis II Prerequisite: PED 146 or equivalent.
- 248 Racquet Ball II\* Prerequisite: PED 148 or equivalent
- 346 Tennis III Prerequisite: PED 246 or equivalent

### Team Sports

- 161 Basketball
- 163 Softball
- 164 Volleyball

#### Intercollegiate Sports

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

- 470 Golf
- 471 Basketball
- 474 Tennis
- 475 Volleyball
- 477 Fast Pitch Softball

<sup>\*</sup>Special Fee.

### 122 / COURSES OF STUDY

Health, Physical Education and Dance History and Politics

### Dance

- 151 Ballet I
- 152 Folk and Square Dance
- 153 Modern Dance I
- 154 Modern Jazz I
- 157 Movement Improvisation
- 251 Ballet II prerequisite PED 151 or equivalent
- 253 Modern Dance II Prerequisite: two semesters of PED 153 or equivalent
- 254 Modern Jazz II Prerequisite: two semesters of PED 154 or equivalent
- 353 Meredith Dance Theatre A performance company. Membership by audition or invitation.

# HISTORY AND POLITICS

Professor F. Grubbs, *Head*; Professors Burris and Parramore; Associate Professors Frazier, Gates, C. Grubbs.

The department offers a major in history, American civilization, international studies, and political studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and politics. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

### Special Career Directions

History and political studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks and internships in vocational areas.

### Advanced Placement

The department offers advanced placement in American History 214, 215; Western Civilization 101, 102; Introduction to Non-Western Civilization 224; Politics 100.

### Requirements for a Major in History

A major in history consists of 30 hours, including nine hours in HIS 101 or 102, 214 or 215, 200 or 224. HIS 499 and HIS 334 are required of all majors. Major professor, Mr. Grubbs.

# Requirements for a Major in American Civilization

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and a seminar in history, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Mr. Grubbs.

# Requirements for a Major in International Studies

A major in international studies consists of 36 hours with a minimum of 15 hours in history, including 334,499, and 15 hours in related fields of business, economics, geography, and fine arts.

Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language.

### Requirements for a Major in Political Studies

A major in political studies consists of 36 credit hours with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses in fields such as history, sociology, economics, religion, philosophy and psychology. All politics majors are required to take POL 100, 200 and 334. All politics majors are encouraged to take an internship. The choice of courses in related fields must be approved by the director of the political studies program, but HIS 214, 215 or 319 are strongly recommended. Major professor, Mr. Frazier.

# Requirements for Certification in the Social Sciences

Early Childhood: HIS 101 or 102; 214 or 314

Intermediate: HIS 101 or 102; 214

Middle Grade: Concentration (24 hours) — HIS 101 or 102; 214 or 215; 224; 520. ECO 210 or 374; GEO 205; POL 100 or 200; SST 764.

Secondary Certification (42 hours): 21 hours in History and 21 hours in three areas of the social sciences (anthropology, economics, cultural geography, politics, sociology).

#### History

### 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, and Judaeo-Christian traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750. Credit, three hours.

#### 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, romanticism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world. Credit, three hours.

## 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of the conquest, colonization, and independence; ending with the study of contemporary characteristics of the modern Latin American states. *Credit, three hours*.

#### 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction. *Credit, three hours*.

#### 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state. *Credit, three hours*.

#### 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa. Credit, three hours.

#### 231 AN INTRODUCTION TO MUSEUMS

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: Three semester hours of history or by permission. *Credit*, one hour.

## 232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: Three semester hours of history or by permission. *Credit*, one hour.

## 233 RESEARCH IN LOCAL AND FAMILY RECORDS

Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.* 

#### 302 ENGLISH HISTORY SINCE 1066 A.D.

A general survey of the history of English from the Norman Conquest to the present. Emphasis on the development of English political institutions, literature, cultural, social, economic, political, and constitutional issues. *Credit, three hours*.

#### 304 GREEK AND ROMAN HISTORY

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations. *Credit, three hours.* 

## 306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. *Credit, three hours*.

#### 308 CONTEMPORARY EUROPE SINCE 1945

A comprehensive study of the European nations since the end of World War II. The course will explore the political, social, economic, and cultural characteristics of the nations. *Credit, three hours*.

#### 310 MODERN CHINA

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts. *Credit, three hours*.

#### 313 VICTORIAN AMERICA

A study of the Cowboy West, Art, literature, politics, religion, Indians, the new science and technology, and democracy. Course will concentrate on years after 1835. Victorian ideals, culture, and outlook will be stressed. *Credit, three hours.* 

#### 314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial makeup, and Revolutionary period. Credit, three hours.

History and Politics

## 319 CONTEMPORARY AMERICAN HISTORY SINCE 1945

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy. *Credit, three hours*.

#### 325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages. *Credit*, three hours.

#### 330 THE UNITED STATES AND THE WORLD

A study of global issues involving the United States vis-a-vis Europe, Soviet Union, Latin America, Africa, Near East and Asia on the contemporary level. *Credit, three hours (political science or history credit)*.

#### 333 HISTORY OF THE SOUTH

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments. *Credit, three hours.* 

#### 334 METHODS OF HISTORICAL RESEARCH

Individually directed research in the use of sources and in historical writing producing three term papers in history courses above the 100 level (only one paper is permitted in a 200 level course) *Credit, three hours.* 

## 367 ARCHAEOLOGY AND THE ANCIENT NEAR EAST

See Religion 367 for description. Credit, three hours.

#### 499 SENIOR SEMINAR

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only. *Credit, three hours.* 

#### 520 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history. *Credit, three hours.* 

#### 764 THE TEACHING OF SOCIAL STUDIES

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major. Spring. Credit, three hours.

#### **Politics**

#### 100 AMERICAN POLITICAL SYSTEM

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on current political controversies. *Credit, three hours.* 

#### 200 PARTIES AND PRESSURE GROUPS

An introduction to the extra constitutional aspects of the American political system. Topics covered include parties, pressure groups, press, public opinion polls, voting behavior and political culture. Generally includes an intensive focus on current elections. *Credit*, three hours.

#### 204 MODERN POLITICAL SYSTEM

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the USSR, and at least one developing nation. Credit. three hours.

## 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking. *Credit, three hours.* 

## 303 CONTEMPORARY AMERICAN POLITICS AND POLICY

A survey of current government policy in major issue areas and in depth study of current political controversies. Students are introduced to major sources of information about current affairs. Credit, three hours

#### 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the director of the political studies program. Credit, three or four hours.

#### CAPITAL CITY SEMESTER

The Capital City Semester is an intensive program in North Carolina government and politics. The core of the program is the six hour North Carolina Politics Seminar (POL 340). It may either be taken alone or combined with a research project (POL 334) and/or an internship. Credit for the program can vary from 6 to 12 hours. It is offered in the spring semester of odd numbered years.

History and Politics
Home Economics

## 340 NORTH CAROLINA POLITICS SEMINAR (CAPITAL CITY SEMESTER)

An intensive survey of North Carolina government and politics keyed to issues before current sessions of the General Assembly. Participants generally meet downtown for seminar sessions with speakers who are involved in state government. The government of North Carolina is placed in a national context through a survey of government patterns in other states. Special research projects, field trips and individual observation projects are also part of this program. *Credit, six hours*.

## 350 SELECTED TOPICS IN POLITICAL STUDIES

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. May be taken on multiple occasions. Credit, one to four hours

#### 374 INTRODUCTION TO RESEARCH

See SOC 374 for description. Credit, three hours.

## 375 INTRODUCTION TO RESEARCH LABORATORY

See SOC 375 for description. Credit, one hour.

#### **COMMUNITY INTERNSHIP**

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past students have interned in state agencies, at the Supreme Court, with political campaigns, and the General Assembly, and with interest groups. All internships require the permission of the director of the Political Studies program. Credit, one to four hours.

### Legal Assistant Courses

#### **400 LEGAL SURVEY**

Overview of family law, corporate, estates, wills, trusts, realestate, civil procedure, criminal, torts, contracts; interpretation of legal documents. *Credit, three hours* 

#### **401 LEGAL RESEARCH**

Legal bibliography and research, emphasizing judicial reports, statutes, digests, etc. West Topic and Key Numbers System and Shepard's Citations methodology. (Juniors and Seniors only) Credit, three hours.

Courses are available through the Cooperating Raleigh Colleges in African and Middle Eastern history, and in select topics in politics.

Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed.

### HOME ECONOMICS

Professor Stuber, *Head*; Associate Professor Goode; Assistant Professor Hicks; Instructors Cook, Friedrich, Brainard and Byrd.

The department offers a Bachelor of Science degree in home economics with concentrations in child development and family relations, clothing and fashion merchandising, consumer resource management, foods and nutrition, interior design and housing, and general home economics. Home economics majors may earn certification to teach in the public schools at the K-4, 4-6, 6-9, or secondary levels. They may also complete a second major or minor in another department. Prospective majors should consult with the home economics department for specific course suggestions. Internships or field experience is highly recommended.

# Requirements for a B.S. degree in Home Economics

Candidates for the Bachelor of Science degree in home economics must take the following:

- Thirty-six hours in home economics, including 335, 374, 227, 499. HEC 455 is required for students earning a concentration in FOODS AND NUTRITION (NUTRITION AND FOOD SERVICE MANAGEMENT OPTIONS). Students in all other concentrations may choose either HEC 355 or HEC 455 to complete their core requirements.
- 2. Eight hours in biology, chemistry, and/or physics.
- 3. Specific requirements for a concentration in one of the six areas.

The Child Development and Family Relations Concentration focuses on the physical, social, emotional, and intellectual development of preschool children. It prepares students for careers in nursery schools, day care centers, private kindergartens, the public schools when combined with certification requirements, and the social services when combined with the social work major. Required courses: HEC 204, 205, 234, 334, 336, 436; EDU 234, 455; PSY 100; and BUS 346. (BUS 346 is waived for students earning certification; EDU 234, 455, and BUS 346 are waived for students earning the social work major.)

The Clothing and Fashion Merchandising Concentration prepares students for professional careers in fashion retailing, buying, pattern design, and consumer services. Required courses: HEC 115, 213, 214, 314, 411, 412, 413, 418; BUS 366; ECO 210; and ART, six hours; six additional hours in BUS and/or ECO.

Home Economics

The Consumer Resource Management Concentration prepares students for careers in public housing and consumer services, utility companies, and regulatory agencies in government and business. Required courses: HEC 124, 245, 326, 355, 356, 418; ECO 210, 211; and six additional hours in business and economics.

The Foods and Nutrition Concentration is designed for students with interests in widely varying options. The (A) Food Service Management Option is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses: HEC 124, 223, 224, 326, 327, 328, 425; BUS 230, 346, 446; and ECO 210. The (B) Nutrition Option is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan IV: HEC 124, 326, 327, 355, 328, 425, 427, 428, 429, 764; CHE 111, 141, 112, 142, 221, 241; MAT 110; BIO 101, 141, 102, 142, 322, 342, 334, 344, 436; BUS 230, 346; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200.

The Interior Design and Housing Concentration provides opportunities for students interested in residential, commercial, and visual design. Persons in the interior design and housing concentration are required to prepare a portfolio. Required courses: HEC 245, 246, 346, 347, 418, 447, 448, 449; ART 101; 12 additional hours in ART and/or BUS and ECO.

The General Home Economics Concentration is designed for students who are entering careers that call for a broad knowledge of all home economics areas. Students in this option are prepared for careers in utility companies, product and equipment promotion, government agencies, The Cooperative Extension Service, and adult education. When combined with the requirements for secondary certification, the student is qualified to teach consumer and homemaking education and occupational home economics at the secondary school level in North Carolina. Students who choose the general concentration must take at least one course in each of the five home economics content areas. Students who choose teacher certification should see the department for specific requirements.

# Child Development and Family Relations 204 DEVELOPMENTAL PSYCHOLOGY

See PSY 204 for description. Credit, three hours.

## 205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

See PSY 205 for description. Credit, three hours.

#### 234 THE PRESCHOOL CHILD

A study of the behavior and development of preschool children. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh PreSchool. Two lectures and three hours of laboratory per week. *Credit, three hours*.

#### 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. Credit, three hours.

#### 336 PRESCHOOL ACTIVITIES

A study of the principles and components of a creative preschool program which fosters the total development of the child. Prerequisite: HEC 234. Two lectures and three laboratory hours per week. Spring. Credit, three hours.

#### 334 INFANCY

A study of the development and care of the infant and toddler. Two lectures and three hours of laboratory per week. Fall. *Credit*, *one hour*.

#### 436 PRESCHOOL ADMINISTRATION

A study of the administration of day care centers including staffing, financial management, licensing, equipment, working with boards and parents, health, safety and nutritional concerns. Prerequisite: HEC 234. Two lectures and three hours of laboratory per week. Fall. Credit, two hours.

# Clothing and Fashion Merchandising 115 PRINCIPLES OF CLOTHING CONSTRUCTION

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week. *Credit, three hours*.

#### 213 BEHAVIORAL ASPECTS OF CLOTHING

A study of economic, psychological, and sociological aspects of clothing. Offered alternate fall semesters.

Credit. three hours.

#### 214 APPAREL MERCHANDISING

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle. Fall. *Credit, three hours.* 

#### 316 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: HEC 115. One lecture and five hours of laboratory per week. Offered alternate spring semesters. Credit, three hours.

#### 314 RETAIL MERCHANDISING

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Spring. *Credit*, three hours.

#### 411 FASHION ILLUSTRATION

A study of basic body proportions and garment silhouettes in creating fashion illustrations for advertising. Use of a vareity of media to achieve appropriate effects for illustrations. Techniques of writing descriptions of garments. Spring. Credit, one hour.

#### 412 FASHION DISPLAY

A study of retail fashion display with emphasis on types and applications of displays. The use of design principles in creating effective displays. Spring. *Credit, one hour.* 

#### 413 FASHION ADVERTISING

A study of the types of retail advertising and the appropriate media for each. An examination of the psychological aspects of advertising for consumer appeal. Spring. Credit, one hour.

#### 417 APPAREL DESIGN

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: HEC 115. Offered alternate spring semesters. Credit, three hours.

#### 418 TEXTILES

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles. Spring. Credit, three hours.

## Consumer Resource Management 355 HUMAN RESOURCE MANAGEMENT

The use of human and material resources to promote individual and family development. Emphasis on management of resources including time, energy, money, and materials. Fall. Credit, three hours.

#### 356 CONSUMER HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment. Spring. Credit, three hours.

#### 374 CONSUMER ECONOMICS

See ECO 374. Credit, three hours.

### 455 RESOURCE MANAGEMENT PRACTICUM

Residence in the Ellen Brewer House. Suggested prerequisites: HEC 326 and 355. Credit, three hours.

## Foods and Nutrition 124 PRINCIPLES OF FOOD

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week. *Credit, three hours.* 

#### 222 PRINCIPLES OF FOOD CONSERVATION

Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Offered as needed. Prerequisite: HEC 124. Credit, one hour.

#### 223 PRINCIPLES OF CATERING

Food preparation and techniques, cost analysis, and business contracts for special social occasions. Offered as needed. *Credit, one hour.* 

#### 224 PRINCIPLES OF CULTURAL FOODS

A study of food and food customs of selected cultures. Offered as needed. Credit, one hour.

#### 227 NUTRITION

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups. *Credit, three hours*.

#### 326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: HEC 124. Two lectures and four hours of laboratory per week. Credit, two hours.

#### 327 INSTITUTIONAL FOODS

Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Fall. Prerequisite, HEC 124. Co-requisite, HEC 328. Credit, three hours.

#### 328 FOOD SERVICE EQUIPMENT

Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Fall. Prerequisite, HEC 124. Co-requisite, HEC 327. Credit, one hour.

### **425 FOOD SERVICE SYSTEMS ADMINISTRATION**

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Spring. Prerequisites: HEC 124, 327, 426. Credit, three hours.

#### 427 EXPERIMENTAL FOOD SERVICE

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Fall. Prerequisites: 124, 227,326, BIO 436. Credit, three hours.

Home Economics

#### **428 ADVANCED NUTRITION**

A study of food nutrients, through digestion, absorption, and cellular metabolism. Fall. Prerequisites: CHE 111, 112; BIO 101, 102 and HEC 427. Credit, three hours.

#### 429 CLINICAL DIETETICS

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional assessment. Spring. Prerequisite: HEC 227,428; CHE 111, 112; BIO 101, 102, 436. Credit, three hours.

# Interior Design and Housing 245 HOUSING

Study of the psychological, physiological, and social aspects of environment within and outside the dwelling. Study of needs of aged and handicapped. Study of floor plans, residential construction, legal and financial aspects, and site selection and landscaping. Government policies influencing housing: zoning codes. Fall. Credit, three hours.

#### 246 HOME FURNISHINGS MATERIALS

An in-depth study of textiles in home furnishings, wood furniture, and crafts and budget decorating. Opportunity to develop skill in designing window treatments, upholstering simple furniture, refinishing wood furniture, and designing quality crafts for the home. Credit, three hours.

#### 346 INTERIOR DESIGN I

An exploration of the basic principles and skills of interior design. Includes the application of color dynamics, basic principles of design, a summary of significant architectural and interior design statements, and a consumer's guide to buying interior furnishings and accessories. Students will design a simple residence. Studio problems in interior design. Six hours per week. Also offered as ART 346. Credit, three hours.

#### 347 INTERIOR DESIGN II

Architectural drafting, residential construction processes, perspective techniques, lighting and wiring for residential uses, use of computers in interior design, and portfolio development. Prerequisite: HEC 346. Also offered as ART 347. Credit, three hours.

#### 446 COMPUTER AIDED DESIGN

Exploration of computer aided drafting and design, including floor plans and elevations completed with the computer. Prerequisites: HEC 346, 347, 447. Crosslist as ART 446. Spring. Credit, one hour.

#### 447 COMMERCIAL DESIGN

The execution of creative solutions for commercial and institutional interior design problems. Introduction to interior design profession. Development of portfolio. Prerequisite: HEC 346, 347. Spring. Also offered as ART 447. Credit, three hours.

#### 448 HISTORY OF ARCHITECTURAL INTERIORS AND FURNISHINGS

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art and furniture styles to interiors. Survey of contemporary designers. Fall. Prerequisite: HEC 346. Also offered as ART 448. Credit, two hours.

#### 449 SPECIAL PROBLEMS IN INTERIOR DESIGN

Developing solutions for specialized interior design problems. Application to either contract or residential design. May be repeated. Fall. Prerequisite: HEC 346, 347. Also offered as ART 449. *Credit, one hour.* 

#### Seminar

#### **499 SENIOR SEMINAR**

History, philosophy, and current trends in home economics. Fall. Pass-fail grading only. *Credit, one hour.* 

#### Education

#### 764 METHODS OF TEACHING HOME ECONOMICS

Practical experience in lesson planning using a variety of techniques including demonstrations, games, visual aids, feltboards, bulletin boards, and displays. Recommended for all majors. Required for secondary education majors. May not be counted toward a major. Spring. Credit, three hours.

#### 765 HOME ECONOMICS EDUCATION

A survey of the curriculum for secondary home economics education (Consumer and Homemaking and Occupational Home Economics). Includes a study of program organization, needs assessment, advisory committees, curriculum development, vocational student organizations, and legislation. Includes field experience. Fall. Credit, two hours.

#### 930 INTERNSHIP

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student. *Credit*, one to three hours.

Students who wish advanced study in home economics should consult with the department head and arrange for it through the special studies options listed on page 77.

### MATHEMATICAL SCIENCES

Professor Knight, Head; Professor Davis; Associate Professors Bouknight, Kraines and Preston; Instructor Taylor.

The department offers a wide variety of options to the Meredith student. Several introductory courses are available to satisfy the general education needs of the student, a minor program can be designed in either mathematics or computer science to complement the rest of a student's program, and one of three majors can be obtained.

The major in mathematics for the B.A. degree is designed to allow maximum flexibility for a major in mathematics. It is a good option for a student treating mathematics as a second major. The requirements for this major provide adequate preparation for a prospective teacher of mathematics. The major in mathematics for the B.S. degree has more specific requirements than does the major for the B.A. In addition to requiring more mathematics, it reflects the department's belief that every mathematics major should develop some expertise in a related area outside of mathematics. The interdisciplinary mathematics/computer science major for the B.S. degree is directed toward those students who wish a dual focus in their studies in the mathematical sciences.

The goal of the general studies courses, elective courses and major courses taught by the Mathematical Sciences Department is to assist students in developing \*Skills in computation, abstraction, problem solving, and logical reasoning.

\*Knowledge of algebra, analysis, geometry, probability, statistics, computer science and their applications.

\*An awareness of the need for continued learning in mathematical sciences.

# Requirements for Majors CORE CURRICULUM

- 1. MAT 211, 212, 220, 250, 313
- At least one course chosen from MAT 321, 410, 425 or 434

### BACHELOR OF ARTS - Mathematics

- 1. Core Curriculum
- 2. At least 26 hours in mathematics courses numbered 200 or above.

### **BACHELOR OF SCIENCE** – Mathematics

- Core curriculum, MAT 415, and a second course chosen from MAT 321, 410, 425 or 434.
- 2. At least 32 hours in mathematics courses numbered 200 or above.
- 3. CSC 201
- 4. One of the sequences CHE 111-112 or PHY 211-212.

At least 12 semester hours in one of the following related areas: biology, business and economics, chemistry and physics, or computer science.

# BACHELOR OF SCIENCE — Mathematics/Computer Science

- 1. Core curriculum plus MAT 360
- 2. At least 26 hours in mathematics courses numbered 200 or above
- At least 15 hours in computer science courses numbered 200 or above including CSC 201, 222, 301 and 321.
- 4. At least 44 hours in mathematics and computer science courses numbered 200 or above.

### Requirements for Certification

Early childhood certification: MAT 150 and 110 or 120

Intermediate certification: MAT 150 and 110 or 120 Middle grade certification: MAT 150 (unless math concentration)

Secondary certification (in area other than mathematics): any three hours of mathematics

Secondary certification in mathematics: at least 30 hours in mathematics courses (including 100 level mathematics courses) that must include MAT 321, 334, and 340. In addition, at least three hours in computer science are required.

### Credit Testing in Mathematics

Each year during freshman orientation the department gives tests in algebra, trigonometry, and introductory calculus. If satisfactory scores are attained, credit will be given for the appropriate courses. Also, any student enrolled in an Advanced Placement calculus in her senior year in high school may request placement in MAT 212 with credit for MAT 211 upon presentation of satisfactory scores on the proper examination.

### Curriculum

### Introductory College Mathematics

These courses introduce students to mathematical thinking at the college level, satisfy general studies requirements, satisfy degree and certification requirements in several areas, and, in the case of MAT 110, prepare the student for specific upper level courses in mathematics.

#### 110 ELEMENTARY FUNCTIONS

Includes the definition of function and the algebra of functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometric functions, and functions of two variables. The course builds on the algebraic and geometric concepts taught in high school. *Credit, three hours*.

Mathematical Sciences

#### 120 FINITE MATHEMATICS

A study of enumeration (counting), probability, computational linear algebra, and linear programming with applications of these topics in a variety of areas. *Credit, three hours.* 

## 150 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Includes set theory, the metric system, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, elementary algebra, and the development of the real number system. Credit, three hours.

#### Analysis

#### 211 CALCULUS I

Introduces the ideas of limits, derivatives and integrals with their principal interpretations and applications. Prerequisite: MAT 110 or placement. Credit, four hours.

#### 212 CALCULUS II

A continuation of the calculus of functions of one variable. Prerequisite: MAT 211. Credit, three hours.

#### 313 CALCULUS III

A continuation of 212 with a focus on the theory and techniques of multivariable calculus. Prerequisite: MAT 212. Credit, three hours.

## 354 INTRODUCTION TO DIFFERENTIAL EQUATIONS

Includes first order equations, linear equations of higher order, Laplace transforms, series solutions, and their applications. Prerequisite: MAT 212. Credit, three hours

#### 410 ADVANCED CALCULUS

In depth examination of the foundations of calculus. Prerequsite: MAT 313. Credit, three hours.

#### 415 TOPICS IN ANALYSIS

Topics chosen from among the areas of complex variables, real analysis, or advanced calculus. *Credit*, three hours.

#### Algebra

#### 220 LINEAR ALGEBRA

A study of vector spaces, linear transformations, matrices, determinants and their applications. Prerequisite: MAT 211. Credit, three hours.

#### 321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. Prerequisite: MAT 250. *Credit, three hours*.

#### **425 TOPICS IN ALGEBRA**

Topics chosen from the areas of advanced linear algebra, number theory or abstract algebra. Credit, three hours.

#### Geometry

#### 334 MODERN COLLEGE GEOMETRY

A study of geometry which emphasizes Euclidean geometry and introduces hyperbolic, elliptic, and transformational geometries. Prerequisite: four semesters of math above 100 level. Credit, three hours.

#### 434 TOPICS IN GEOMETRY AND TOPOLOGY

Topics chosen from the areas of geometry or topology. Credit, three hours.

# Probability and Statistics 245 BASIC STATISTICS

A general introduction to descriptive and inferential statistics for the non-math major. Includes elementary probability, distributions, estimation of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Credit will not be allowed for both MAT 245 and PSY 200. Credit, three hours.

#### 340 INTRODUCTION TO PROBABILITY

A study of probability as a mathematical system. Includes random variables and their distributions, limit theories, and topics in statistical inference. Prerequisite: MAT 212. Credit, three hours.

#### 341 ADVANCED PROBABILITY AND STATISTICS

A study of statistical theory and inference from data. Includes estimation, decision theory, and testing relationships in a set of random variables. Prerequisite: MAT 340. Credit, three hours.

#### Miscellaneous

## 250 AN INTRODUCTION TO MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. *Credit*, one hour.

#### 360 NUMERICAL ANALYSIS

Computational procedures using computers. Topics include numerical methods for solving nonlinear equations, systems of linear equations, and ordinary differential equations; polynomial and least squares approximation; interpolation; numerical differentiation; and numerical quadrature.

#### **362 TOPICS IN DISCRETE MATHEMATICS**

Topics chosen from the areas of combinatorics, graph theory, and other discrete mathematics of particular application in computer science.

### 764 METHODS OF TEACHING SECONDARY MATHEMATICS

May not be counted toward a major. Taught only during Fall semester, odd-numbered years. *Credit*, three hours.

Mathematical Sciences Music, Speech, and Theatre

### Computer Science

Courses with a CSC prefix do not apply toward the mathematics general education requirements. However, such courses are complementary to any quantitatively oriented program.

#### CSC 100 INTRODUCTION TO COMPUTING

This course provides the basic skills and knowledge necessary to successfully function in an increasingly computerized society. Includes a study of the capabilities and limitations of the computer and the basic design of computer systems including hardware and software. Course provides laboratory experiences in productivity software such as word processors, spreadsheets, databases, and in writing programs in BASIC. Credit, two hours.

#### CSC 101 INTRODUCTION TO A LANGUAGE

An introduction to computer programming, algorithm development, and the use of the BASIC programming language. Prerequisite: CSC 100. *Credit, one hour.* 

#### CSC 201 COMPUTER PROGRAMMING

An introductory course in problem solving on the computer. The student will learn program design and program implementation in a structured programming language. Prerequisite: MAT 211. Credit, three hours.

#### **CSC 211 COBOL PROGRAMMING**

Introduction to programming in the Cobol language. Prerequisite: Three hours of computer science. Credit: Three hours.

#### CSC 212 ADVANCED PROGRAMMING

An intermediate level programming course with goals of continuing development of discipline in program design and in debugging and testing larger programs. Prerequisite: Either CSC 201 or 211, depending on the language used. Credit: Three hours.

## CSC 222 INTRODUCTION TO COMPUTER SYSTEMS

Provides the basic concepts of computer systems, introduces computer architecture and teaches an assembly language. Prerequisite: CSC 201. *Credit: Three hours.* 

#### **CSC 301 INTRODUCTION TO DATA STRUCTURES**

Discusses a number of the fundamental data structures such as linear lists, stacks, linked lists, and trees as well as common algorithms used in acting on these data structures. Prerequisite: CSC 222. Credit, three hours.

#### **CSC 321 TOPICS IN COMPUTING SCIENCE**

A junior-senior level topic in computer science. Prerequisite: CSC 222. Credit: Three hours.

Under the auspices of Cooperating Raleigh Colleges students in the mathematical sciences can take courses at North Carolina State University. This option is most often used to add a course or two in a specialized area of interest to the student. However, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, mathematics and statistics have been taken by Meredith students availing themselves of this option.

Students who wish advanced study and research in mathematics should consult with the departmental head and arrange for it through the special studies options listed on page 77.

### MUSIC, SPEECH, AND THEATRE

Professor David Lynch, Head; Professor Clyburn; Associate Professors Page, Fogle and Vaglio; Assistant Professors Creagh, Garriss, Haeseler; Instructor Douglass; Artist-in-Residence Powers; Special Instructors Adams, Craver, Charlton, Culpepper, Daugherty, Downward, Dunson, Eagle, Farrington, Goode, Greiner, Harnish, Hawkins, House, Hudson, Kelly, S. Lohr, T. Lohr, M. Lynch, Mueller, H. Partridge, M. Partridge, Riva-Palacio, Southwick, Whitlow, Windham, Witt and Zeigler; Paul Gabriel, Light and Sound Technician.

### Purpose

The study of music, speech, and theatre at Meredith has a twofold emphasis: (1) the importance of the performing arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest calibre for students who plan to pursue careers in the performing arts.

The student who chooses a major or a concentration in the performing arts will be prepared to pursue a variety of careers: as a teacher, a performer, an actor, a director, a technician, a business person, a church musician or minister — all directly related to the performing arts; or she may choose a career in a different field, in which the disciplines learned in the performing arts will give her a distinct advantage in mastering other skills.

### Areas of Concentration

The department offers the following major programs: Bachelor of Arts in music, musical theatre, or theatre; Bachelor of Music in applied music, music education, or piano pedagogy.

A Certificate in Church Music may be earned in conjunction with any of the undergraduate majors in music. Minors are available in music, musical theatre, and theatre. Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The Master of Music, with a major in either Performance and Pedagogy or in Music Education, is also offered. Information is available in the music department or in the Graduate Office.

### Audition and Interview

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music or theatre come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An audition is prerequisite for admission into a major program and for scholarship consideration, and sometimes, though not always, for admission to the college itself. In cases where distance prohibits a personal visit, a tape recording and/or videotape may be sent in lieu of a personal audition.

# Requirements for a Major BACHELOR OF ARTS

#### 1. Major in Music

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. Some students pursuing the B.A. in music also obtain the early childhood or intermediate education teaching certificates; some, a second major in another subject (such as religion, psychology, business, mathematics) to prepare for careers which provide the opportunity to use a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

Music Courses	2
Theory 100, 101, 202, 203	
Ear-Training 150, 151, 252, 253 4	
Keyboard 140, 141, 242, 2434	
Music Literature 215	
Music History 310, 311, 312, 313 8	
Seminar in Music Literature	
Applied Music and Electives	6
Minimum in applied music16	
Graduation Recital 490	
Electives in music	

#### 2. Major in Theatre/Speech

The Bachelor of Arts in Theatre/Speech is designed to introduce the student to the theory and practice of oral communication in the social, business, or theatrical worlds. It may easily be combined with a second major in any other subject. It is interdisciplinary in nature, and it places an emphasis on the related disciplines of theatre and of oral communications.

The Bachelor of Arts in Theatre/Speech requires at least 36 hours, as follows:

·
Required Courses
or
Speech 494 (Selected Topics in Speech Communication)
Theatre 315 (History of Theatre)
Theatre 425 (Directing)
English 355 or 356 (Shakespeare) or
English 356 (Advanced Writing)
Senior Project 920 (area of specialization) 1-3
Guided electives in Speech or Theatre 6-8
Guided electives in opecen of Theatre

#### 3. Concentration in Musical Theatre

Musical Theatre receives a great deal of emphasis at Meredith. Each year, "Meredith Performs" offers at least one major musical comedy and/or operatic production. Faculty in music, speech, and theatre have great interest in, and commitment to, musical theatre.

The student may choose a concentration in Musical Theatre in one of the following ways:

- Shey may major in Music and minor in Theatre (Bachelor of Arts or Bachelor of Music).
- She may major in Theatre/Speech and minor in Music (Bachelor of Arts).

#### **BACHELOR OF MUSIC**

The four-year Bachelor of Music degree with a major in Applied Music, Piano Pedagogy, or Music Education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in Appliec Music prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in Music Education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching, private teaching, and church music. The study of music in all of the

programs, including the B.A. in music, may also	2. Concentration in Voice
prepare the student for specialized study leading to	Theory 100, 101, 202, 203
various types of work related to the music industry.	Ear-Training 150, 151, 252, 253
Major in Applied Music	Keyboard 140, 141, 242, 2434
LIBERAL ARTS AND SCIENCES 42	Music Literature 215
English Composition	Music History 310, 311, 312, 313 8
Major British Writers3	Pedagogy 220
Foreign Language 6-12	Phonetics 256, 257
Students will be placed at the appropriate	Seminar in Music Literature 494
level by the foreign languages department.	Seminar in Theory 3942
Voice majors will be required to	Literature of Aplied Music 314 2
demonstrate a proficiency comparable to	Voice
that attained by the end of the first	Secondary applied study(ies) 4
college year in two of the following	Junior Recital 390 1
languages: French, German, Italian.	Graduation Recital 490
	Keyboard proficiency
Religion6	Music electives
A six-hour introduction to the Old and	3. Concentration in Piano Pedagogy
New Testaments or a three-hour	Theory 100, 101, 202, 203
introduction to Biblical literature and one	Keyboard 140, 141, 242, 243
advanced three-hour course)	Ear-Training 150, 151, 252, 254
Social and Behavioral Sciences	Music Literature 215
A. History of Western Civilization 3	Music History 310, 311, 312, 313
B. Select a course from the following	Literature of Applied Music 314
categories: economics, human	Principal applied study (piano)
geography, politics, psychology	Secondary applied study (plant)
sociology, and anthropology3	Pedagogy 220, 321, 322, 423, 424, 425
Mathematics and Natural Sciences	Lecture-recital or workshop 391
Select one course from the following	Graduation Recital 490
categories: biology, chemistry,	Electives in music
mathematics, physical geography, physics	Electives in masic
Health and physical education 4	Major in Music Education
Choose four activity courses, or two	5
activity courses and a two-hour course in	LIBERAL ARTS AND SCIENCES
health or first aid	English Composition
ALICIC COLIDERS	Major British Writers
MUSIC COURSES82	Foreign language
. Concentration in Keyboard or Instrument	(Students will be placed at the appropriate
Theory 100, 101, 202, 203	level by the Department of Foreign
Ear-Training 150, 151, 252, 253	language.)
Keyboard 140, 141, 242, 243	Religion
Music Literature 215	(A six-hour introduction to the Old and
Music History 310, 311, 312, 313 8	New Testament or a three-hour
Pedagogy 220, 322	introduction to Biblical literature and one
Seminar in Music Literature 494	advanced three-hour course)
Seminar in Theory 394	Social and behavior sciences
Literature in Applied Music 314 2	A. History of Western Civilization 3
Principal applied study	B. American Ethnic Relations (SOC 335) . 3
Secondary applied study(ies)	Mathematics and natural sciences
Junior Recital 390	Mathematics
Graduation Recital 490	Natural science
Keyboard proficiency	(Select from one of the following
Music electives	categories: biology, chemistry,
Organ majors must take Advanced Keyboard 340	physical geography, physics)
Nevouara 340	

Health and physical education	
MUSIC AND PROFESSIONAL  EDUCATION	82
EDUCATION, METHODS, AND ELECTIVE COURSES  Materials and Methods Elementary 720	
Certificate in Church Music  Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the four major undergraduate degree programs in music, including the following specific requirements:  Conducting 300, 301	to

Applied Music	8
Principal applied 14-24	
(Organ, voice or piano)	
Complete 300 level	
Secondary applieds 4	
At least two semesters at 100 level in	
two of the following (other than	
principal applied): organ, piano, voice	
Graduation Recital 490	1
Ensembles must include the following experiences	:
Choral ensembles 4 semesters	
Handbells 2 semesters	
Accompanying 2 semesters	
(Students whose principal applied is organ	
or piano)	

#### MASTER OF MUSIC

Meredith offers two graduate degrees in music. The Master of Music in Performance and Pedagogy emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. The Master of Music in Music Education emphasizes philosophy, theory, and methods of music education, advanced courses in education, and psychology and music courses to produce music educators of the highest calibre. Requirements for these degrees are outlined in a separate publication which may be obtained from the music department or from the Graduate Office.

### Preparatory Division

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

#### **Facilities**

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, two seminar rooms, a rehearsal hall, a scene shop, an electronic studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

Music, Speech, and Theatre

EQUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two Holtkamps, a Ryan tracker, and a Wicks), an electronic piano laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including several synthesizers; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre possesses excellent lighting, sound, and stage machine systems, making it one of the bestequipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains a number of scores, including several complete editions, over 3,500 recordings, and several courses of programmed instruction on tapes and computer diskettes.

#### Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith's students are the Friends of the College, Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, and the National Opera Company. Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music and theatre majors are expected to attend at least 15 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. Regular attendance at public performances is as much a part of the learning experience as lessons, literature, history, practice, and other classes.

### Specific Requirements for Music Majors

### Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly —whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music in performance and pedagogy candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

### Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

All students in the Bachelor of Music degree program must complete at least one semester of Piano 144.

#### Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

### Courses in Music

Courses in music may fulfill humanities-fine arts area distribution requirements for student not majoring in music.

#### Theory

#### 100, 101 ELEMENTARY THEORY

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: Theory 100 before 101. Corequisite: Ear-Training 150, 151. Three class hours weekly. Credit, three hours each semester.

#### 140, 141, ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: 140 before 141. Credit, one hour each semester.

#### 150, 151 ELEMENTARY EAR-TRAINING

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. The course is designed to enhance a theoretical understanding of melodic, rhythmic, and harmonic movement. Use of listening and computer labs to drill practical skills. Prerequisite: 150 before 151. Corequisite: Theory 100, 101. Two class hours weekly. Credit, one hour each semester.

#### 202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th centery techniques. Harmonic dictation. Prerequisites: Theory 101 before 202, 202 before 203. Corequisites: Ear-Training 252, 253. Credit, three hours each semester.

#### 242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with Theory 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: Keyboard 141 before 242, 242 before 243. Credit, one hour each semester.

#### 252, 253 INTERMEDIATE EAR-TRAINING

Continued development of sight-singing and eartraining skills begun in Ear-Training 150, 151. Prerequisite: Ear-Training 151 before 252, 252 before 253. Corequisite: Theory 202, 203. Two class hours weekly. Credit, one hour each semester.

#### 304 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: Theory 202. Credit, one hour.

#### 308 CHORAL ARRANGING

Sung melody and the manner in which it may be arranged, beginning with plainsong and progressing through the 20th century. Emphasis upon counterpoint, voicings, form, function, and accompanying instruments in arranging music for two, three, and four or more voice parts. Assignments are selected by the student in consultation with the instructor to meet her individual needs. Prerequisite: Theory 202. Credit, two hours.

#### 340 ADVANCED KEYBOARD TECHNIQUES

Intense development, in the piano laboratory, of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art

song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: Piano 144, Keyboard 243. Credit, one hour.

#### 394 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, and period styles of important composers. May be repeated for credit. Prerequisite: Theory 203. Credit, two hours.

#### **506 COMPUTERS AND MUSIC**

An introduction to Basic programming with emphasis upon the development of algorithms based upon musical content. Flow-charting is studied as a technique which helps to clarify the overall direction of a program. Computer games as well as low and high resolution graphics are included. *Credit, two hours*.

#### 105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. Credit, one to four hours each semester.

## History and Literature 214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. Credit, three hours.

#### 215 MUSIC LITERATURE

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors. Credit, two hours.

#### 310 MEDIEVAL AND RENAISSANCE MUSIC

A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. Credit, two hours.

#### 311 BAROOUE MUSIC

A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. *Credit*, two hours.

#### 312 CLASSIC AND ROMANTIC MUSIC

A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. Credit, two hours.

#### 313 TWENTIETH CENTURY MUSIC

A historical and stylistic study of music of the twentieth century, including analysis, composition, performance, and listening. Credit, two hours.

#### 314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for

instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. Faculty and student performances of representative compositions will be incorporated. *Credit, two hours.* 

#### 494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit. *Credit*, *two hours*.

# Music Education, Pedagogy, Phonetics 060 STRING INSTRUMENTS

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit. Credit, one to three hours each semester.

#### 070 WIND AND PERCUSSION INSTRUMENTS

A beginning instrumental class which gives the student the opportunity to gain competency in playing at least two brass and woodwind instruments, and basic snare drum rudiments. For the winds, emphases are upon correct embouchure, fingerings, breathing, and tonguing. May be repeated for credit. Credit, one to three hours each semester.

#### 220 PEDAGOGY I

Survey of beginner methods and elementary literature, technique, and theory. Two class hours weekly. Observation of lessons of beginning and elementary students. *Credit, two hours*.

#### 321 PEDAGOGY II

Survey of intermediate literature and materials. Observation of lessons of intermediate students. *Credit, two hours.* 

#### 322 PRACTICUM

Teaching of a beginning student, and observation of intermediate students. Continues through two semesters (fall and spring). Credit, one hour each semester.

#### **423 PEDAGOGY III**

Survey of advanced literature and materials. Credit, two hours. Corequisite, MUS 424.

**424 PRACTICUM** Teaching student(s) beyond the beginning level. Observation of advanced students. Continues through two semesters (fall and spring). *Credit, two hours for the year.* 

### 425 SEMINAR/INTERNSHIP

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks. Credit, two hours.

Music, Speech, and Theatre

#### 256,257 PHONETICS FOR SINGERS

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, Ecclesiastical Latin, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature. Credit, one hour each semester.

## 300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conduction patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: Theory 101; 300 before 301. Credit, two hours each semester.

#### 503 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance. Credit, two hours.

## 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching is included. Prerequisite: Theory 101, Ear-Training 151. Credit, two hours.

### 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisite: Theory 101, Ear-Training 151. Credit, two hours.

## 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching is included. Prerequisite: Theory 101, Ear-Training 151. Credit, two hours.

#### 744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum and learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the

conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audiovisual materials and equipment in the classroom. Prerequisite: IDS 100. Credit, two hours.

### Church Music

#### 395 HISTORY AND LITURGIES

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies). Credit, two hours.

#### 396 HYMNOLOGY

A study of the hymns of the Christian church, their history and their function in worship. *Credit, two hours.* 

#### 397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church. Credit, two hours.

#### 934 FIELD WORK IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours' rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Credit one to two hours per semester. May be repeated for credit to a maximum of four hours.

#### Ensembles

All undergraduate music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year and the student teaching semester). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All students whose principal applied study is a keyboard instrument are expected to accompany (with or without academic credit) each semester. (Note restriction on ensemble credits, page 70.)

#### 234 CHORUS

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. Credit, one hour each semester.

#### 236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany (with or without credit) every semester. A two-semester class in accompanying is requisite for credit in accompanying, or for accompanying a recital. Students

are urged to take this class as early in their studies as possible. Work in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. Credit, one hour each semester.

#### 237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. Credit, one hour each semester.

#### 238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. Credit, one hour each semester.

#### 239 HANDBELL CHOIR

Students interested in playing handbells must be able to read music. Credit, one hour each semester.

#### 334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of chorus, or permission of the instructor. Credit, one hour each semester.

#### 335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos. Credit, one hour each semester.

#### 434 VOCAL ENSEMBLE

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. Credit, one hour each semester.

#### **Applied Music**

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours	Weekly Half-	Weekly
Credit	Hour Lessons	Practice Hours
1	1	5
2	2	10
3	2	15
4	2-3	20

#### Recital

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. Pass-fail grading. Credit, one hour each semester.

#### 290 SOPHOMORE RECITAL

#### 390 JUNIOR RECITAL

#### 391 LECTURE-RECITAL

The piano pedagogy student will present a lecturerecital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

#### 490 GRADUATION RECITAL

#### Piano

Professor Clyburn, Coordinator; Associate Professor Fogle; Special Instructors Daugherty, House, S. Lohr, T. Lohr, M. Lynch, and Windham.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

#### 040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. Pass/Fail grading only. Credit, one hour.

#### 041 INTERMEDIATE CLASS PIANO

A continuation of Piano 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: Piano 040 or permission of the instructor. Pass/Fail grading only. Credit, one hour.

#### 044 PREPARATORY PIANO

Study of repertoire less difficult than that listed under Piano 144. A maximum of six semester hours of this work for credit permitted. Music, Speech, and Theatre

#### 144 PIANO I

Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

#### 244 PIANO II

Bach sinfonias, Well-Tempered Clavier, suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

#### 344 PIANO III

Bach Well-Tempered Clavier, toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

#### 444 PIANO IV

Bach Well-Tempered Clavier, chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical, romantic, impressionistic, and contemporary works suitable for graduation recitals.

#### Organ

Professor D. Lynch, Coordinator; Special Instructors M. Lynch and Downward.

#### 145 ORGAN I

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein, Dupre Seventy-Nine Chorales, works of comparable difficulty from all periods; hymn playing.

#### 245 ORGAN II

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

#### 345 ORGAN III

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

#### 445 ORGAN IV

Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

#### HARPSICHORD 146, 246, 346, 446 Special Instructor Windham.

#### Violin

Assistant Professor Garriss, Coordinator of Instrumental Music; Special Instructors Kelly, Harnish, Mueller, M. Partridge, and Southwick.

#### 164 VIOLIN I

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloay; sonatinas by Schubert.

#### 264 VIOLIN II

Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

#### 364 VIOLIN III

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

#### **464 VIOLIN IV**

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

#### Orchestral Instruments

Courses are also available in the following applied studies:

VIOLA 165, 265, 365, 465 Special Instructor H. Partridge.

CELLO 166, 266, 366, 466 Special Instructor Hudson

FLUTE 174, 274, 374, 474 Special instructor Whitlow.

CLARINET 175, 275, 375, 475 Special Instructor Craver.

#### Guitar

Special Instructor Adams.

#### 068 GUITAR CLASS

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished. *Credit, one hour each semester.* 

Working knowledge of notes and basic chords in the first position should be established before entering Guitar 168.

#### 168 GUITAR I

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini.

#### 268 GUITAR II

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

#### 368 GUITAR III

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

#### **468 GUITAR IV**

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.

#### Voice

Artist in Residence and Voice Coordinator Powers; Special Instructors Cutchin and Farrington.

#### 154 VOICE I

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classiscal literature. English and Italian pronunciation.

#### 254 VOICE II

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

#### 354 VOICE III

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

#### 454 VOICE IV

Technical work continued, stressing flexibility. Total repertory to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

#### Speech and Theatre

Assistant Professor Creagh, Coordinator; Instructor Douglass; Sound and Light Technician Gabriel.

Please refer to page 132 regarding the major in Theatre/Speech and the concentration in Musical Theatre. Minors are also available in Speech, Theatre, and Musical Theatre. Individual contract majors in speech communications have also been approved upon request. For further information, consult the area coordinator.

Courses in Speech and Theatre may fulfill humanities-fine arts area distribution requirements for students not majoring in these disciplines.

#### Speech

#### 150 VOICE AND ARTICULATION

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent resonance, articulation, breathing, vocal anatomy, and vocal variety. Offered spring semester. Credit, three hours.

#### 225 FUNDAMENTALS OF SPEECH

A basic introduction to public and interpersonal communication that stresses content organization of spoken messages. Units include informative speaking, group discussion and problem-solving, use of language in 'oral style,' and the use of logic and critical thinking in persuasive communication. Offered both semesters. Credit, three hours.

#### 226 THE ORAL INTERPRETATION OF LITERATURE

A course designed to teach vocal poise, expression, and clarity through oral performance or literary works.

Literary theory and appreciation are also stressed, but the focus of the course is on developing the ability to communicate literature to an audience. Units include prose, poetry, and group performance. Offered both semesters. *Credit, three hours*.

# 350 ORAL COMMUNICATION FOR BUSINESS AND THE PROFESSIONS

A course designed to provide students with an understanding of business and other professional organizations from a communications perspective. Some attention will be paid to developing specific speaking skills required in "career settings." Units include perception, active listening, managerial communication, group decision-making, interviewing, and proposal presentation. Offered fall semester. Credit, three hours.

# 494 SPECIAL TOPICS IN SPEECH COMMUNICATION

An advanced course in the theory and practice of human communication. There will be and emphasis on the theoretical foundations of the announced topic. Some topics which are offered include Communication Theory; Interpersonal Communication; Group Performance of Literature. May be repeated for credit when topics differ. Offered alternate spring semesters. Credit, three hours.

#### Theatre

#### 214 INTRODUCTION TO THEATRE

This course is designed to give the student a basic understanding and experience in the art of theatre. A general exploration of the elements that comprise theatre, including such units as play attendance, acting, directing, the critic, the history, and literature. Credit, three hours.

#### 142 / COURSES OF STUDY

Music, Speech, and Theatre Psychology

#### 124, 224, 324 ACTING

The theories and practical skills of Stanislavski will be covered and applied in a laboratory setting. Warm-up technique, improvisation, and scene study will be used as developmental tools. Literature will vary according to the dcevelomental progression of each student. May be repeated for credit to a maximum of four times. Credit, three hours each semester.

#### THEATRE PRACTICUM

This course is designed to give the student practical theatre experience through production work in the areas of acting, technical crews, and/or direction of a one-act play. All course specifications and assignments must be approved prior to registration by the instructor. May be taken a maximum of eight times for credit. Offered both semesters. Credit, one hour each semester.

#### 245 STAGECRAFT

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and painting, theatre lighting and basic sound systems, and tools and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. Credit, two hours.

#### 315 HISTORY OF THEATRE

History of performance, drama, costume, scenic design, and company structure, from Greek theatre to the present. *Credit, three hours*.

#### **425 DIRECTING**

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: permission of the instructor. Credit, three hours.

#### 495 SEMINAR IN MUSICAL THEATRE

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts from them. Credit, three hours.

#### 920 PROJECT: AREA OF SPECIALIZATION

A project, selected by the Speech/Theatre major in consultation with her adviser, which will focus on her area of specialization (Theatre, Speech Communications, Business Communications, etc).

Credit, one to three hours.

Students who wish advanced study in music, speech, and theatre should consult with the department head and arrange for it through the special studies options listed on page 77. Students may elect courses through the Cooperating Raleigh Colleges.

#### **PSYCHOLOGY**

Professor Huber, *Head*; Professor Aubrecht; Associate Professor Hornak; Assistant Professor Wagner.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

PSY 100 is a prerequisite for all courses with the exception of PSY 204 and PSY 205 where either PSY 100 or EDU 234 can serve as a prerequisite.

## Requirements for a Major

A minimum of 31 semester hours in psychology including 100, 200, and 201. Majors are required to distribute their elective psychology courses by choosing at least two courses from each of the following areas:

Social (PSY 204, 205, 206, 407) Clinical (PSY 304, 305, 306, 308) Experimental (PSY 307, 403, 404, 406, 505)

## Requirements for a Minor

A minor in psychology consists of 18 hours in psychology including a course in statistics.

#### 100 GENERAL PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as development, motivation, learning, thinking, perception, testing, adjustment, personality, and social factors in behavior. Credit, three hours.

#### 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Credit will not be allowed for both PSY 200 and MAT 245. Credit, three hours.

#### 201 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, art, and ethics of general experimental psychology. Two original research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. Credit, four hours.

#### 204 DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Also listed as HEC 204. Credit, three hours.

# 205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities. Also listed as HEC 205. Credit, three hours.

#### 206 PSYCHOLOGY OF SEX ROLES

The understanding of women from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of women, the effects of body states on personality, psychophysiologic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, selfesteem, achievement motivation, and changes in the roles women play during their lifetimes. Credit, three hours.

# 304 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Fall. *Credit, three hours*.

#### 305 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. Fall. *Credit*, three hours.

#### 306 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders; somatoform disorders, dissociative disorders, character disorders; affective disorders; schizophrenic disorders; and chronic brain syndromes. Credit, three hours.

#### 307 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers. Spring. Credit, three hours.

#### 308 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a humanistic approach; however, the student will be acquainted with other theories. Spring. Credit, three hours.

#### 403 MEMORY, LANGUAGE, AND COGNITION

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problems solving. Offered fall semester, odd numbered years. Credit three hours.

# 404 CONDITIONING AND BEHAVIOR MODIFICATION

An examination of the principles of classical and operant conditioning, including: reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including: societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior. Offered fall semester, even numbered years. Credit, three hours.

#### **406 NEUROPSYCHOLOGY**

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena. Fall. *Credit, three hours*.

#### **407 SOCIAL PSYCHOLOGY**

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attractions, self-consistency, person perception, aggression, and altruism. Spring. Credit, three hours.

#### **505 PERCEPTION**

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Spring. *Credit, three hours*.

#### SENIOR THESIS

The interested and qualifed student may elect to undertake a senior research project under the special studies option.

Religion and Philosophy

Students who wish to pursue individualized advanced study in psychology (e.g. advanced classes, research projects, internship experiences) may do so through the special studies options listed on page 77. Special studies have included classes in animal behavior, behavior modification, computer analysis of data, and industrial psychology; research projects in personality, developmental psychobiology, and social psychology; and internship experiences in clinical psychology and applied behavior therapy.

A student may elect courses through the Cooperating Raleigh Colleges.

#### **RELIGION AND PHILOSOPHY**

Professor Page, Head; Professor Cochran; Assistant Professors Vance, Felton, and Saunders.

The department offers a major in religion.

The introductory courses in religion are designed to acquaint the student with biblical literature and faith as they are related to the contemporary world. The courses beyond the 100-level fall into three categories: religon and society (courses numbered 244, 248, 341, 342, 343, 345, 346); biblical studies (courses numbered 262, 263, 265, 266, 367); and religious history and thought (courses numbered 285, 289, 381, 382, 384, 386). The requirements for a major are sufficiently flexible to provide for the student's personal development and for her choice of career preparation. Most students who major in religion become teachers, church workers, social workers, or find employment in business or industry. Many combine a major in religion with a second major in one of the more professionallyoriented fields of study. A significant number continue their education in graduate and professional schools.

## Requirements for a Major

Twenty-four hours in religion, including one course from each of the three categories, and including 497. At least one course in philosophy is recommended.

#### Religion

Prerequisite to all other courses in religion: REL 100 or REL 101 and 102. Students who take REL 100 may not take REL 101 or REL 102. Students who take REL 101 or REL 102 may not take REL 100.

# 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken REL 101 and/or 102. Credit, three hours.

# 101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A two-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken REL 100. Credit, six hours.

#### 244 CHRISTIAN ETHICS

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. Credit, three hours.

#### 248 WORLD RELIGIONS

An introduction to the major religions of the world with emphasis on Hinduism, Buddhism, Judaism, and Islam. An examination of the concepts and practices of these religions and their scriptures in order to help the student gain an understanding of and appreciation for religions other than her own. *Credit, three hours*.

#### 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. *Credit, three hours*.

#### **263 THE WRITINGS**

A study of the post-exilic literature of the Old Testament, with particular attention to the wisdom literature, to the writings which re-interpret the history of Israel, and to selected collections of poetry. Credit, three hours.

#### 265 THE PROPHETIC ELEMENT IN RELIGION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. Credit, three hours.

#### **266 PAULINE LITERATURE**

The development of early Christian life and thought as found in the work and writings of Paul. Credit, three hours.

# 285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. Credit, three hours.

#### 289 INTRODUCTION TO CHRISTIAN THEOLOGY

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics. Credit, three hours.

#### 297 SOPHOMORE SEMINAR

Selected topics in religion. Open to all sophomores. Credit, one hour.

#### 341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 331. Credit, three hours.

#### 342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences. Credit, three hours.

#### 343 RELIGION AND LAW

An analysis of the mutual concerns of religion and law in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues. Credit, three hours.

#### 345 CHRISTIANITY AND OTHER RELIGIONS

A study of Christian attitudes toward the beliefs and practices of people of other faiths with an emphasis on such concepts as truth, salvation, and religion. *Credit*, three hours.

#### 346 RELIGION IN CONTEMPORARY SOCIETY

A study of the interplay of religion and social, economic, and political changes. Credit, three hours.

# 367 ARCHAEOLOGY AND THE ANCIENT NEAR EAST

A brief introduction to archaeological method, followed by a study of the history of the ancient Near East in general, and of biblical history in particular, in light of archaeological investigations. Also available as HIS 367. Credit, three hours.

#### 381 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership. Credit, three hours.

#### 382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. *Credit*, three hours.

#### 384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. Credit, three hours.

#### 386 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 386. Credit, three hours.

#### 397 JUNIOR SEMINAR

Selected topics in religion. Open to all Juniors who have completed nine hours in religion, and recommended for religion majors. *Credit, three hours*.

#### 497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Required of majors. Credit, three hours.

#### Philosophy

#### 223 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion. Credit, three hours.

#### 351 ANCIENT AND MEDIEVAL PHILOSOPHY

A survey of the theoretical foundations of Western civilization, particularly as developed in the cultures of Greece and Rome. Credit, three hours.

#### 352 MODERN PHILOSOPHY

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours.* 

#### 386 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as REL 386. Credit, three hours.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the departmental head and arrange for it through the special studies options listed on page 77.

A student may elect courses through the Cooperating Raleigh Colleges.

# SOCIOLOGY AND SOCIAL WORK

Associate Professor Sumner, Head; Professors Syron and Tucker; Associate Professors Bishop and Zingraff;

The department offers a major in sociology and a major in social work with a Bachelor of Arts degree.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction.

The courses and programs prepare students for roles as educators, journalists, personnel administrators, city planners; for careers in government; and as leaders of opinion and of action in the community.

Field projects, community internships, volunteer experiences, and cooperative education placements are experiential learning opportunities available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own

Either SOC 230 or 260 required as a prerequisite for all other courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

# Requirements for a Major in Sociology

Twenty-five hours in sociology, including 230, 374, 375, 489, or their equivalents, and 496. Three hours in statistics, MAT 245 or equivalent. MAT 245 strongly recommended before 374 and 375.

# Requirements for a Major in Social Work

Liberal Arts Courses: BIO 101; SOC 230, 335, 374, 375; PSY 100, 206; POL 100. (Twenty-two semester hours.)

Social Work Courses: SWK 240, 301, 302, 303, 304, 401, 402, 403, and 404. (Thirty-two semester hours.)

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work Education.

The department strongly recommends that students who major in social work also meet the requirements for a major in an additional field of study.

#### Sociology

#### 230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research. Credit, three hours.

#### 231 SOCIAL PROBLEMS

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care and other features of contemporary industrial society. Policies designed to address these problems are reviewed. Credit, three hours.

#### 260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. *Credit, three hours*.

#### 335 AMERICAN ETHNIC RELATIONS

A study of present day racial and cultural minorities with emphasis upon scientific facts and changing attitudes and policies. *Credit, three hours*.

#### 336 CRIMINOLOGY

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered. Alternate years. Credit, three hours.

#### 337 CORRECTIONS

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem. Alternate years. Credit, three hours.

#### 338 THE FAMILY

A study of the structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. Credit, three hours.

#### 339 URBANIZATION

A study of urbanization and its effect upon human life. An analysis of urban social institutions, urban places, and social adaptation to urban growth. Urban trends and problems are also examined along with various approaches to urban social planning and policy. Alternate years. Credit, three hours.

#### 340 AGING AND RETIREMENT

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States. Alternate years. Credit, three hours.

#### 341 SOCIOLOGY OF RELIGION

For description, see REL 341. Credit, three hours.

#### 374 SOCIAL RESEARCH

Examination of concepts and procedures pertaining to social scientific inquiry with emphasis upon problem statement, measurement, analysis, and interpretation of data. Three class hours per week. Corequisite SOC 375. Also offered as POL 374. MAT 245 or equivalent recommended before 374. Credit, three hours.

#### 375 SOCIAL RESEARCH LABORATORY

Application of concepts and techniques presented in SOC 374. Empahsis upon the practice of social research with special attention given to data processing and analysis and the use of statistics as a tool of research. Offered both semesters. Corequisite SOC 374. Also offered as POL 374. MAT 245 recommended before 375. Credit, one hour.

#### 431 SOCIAL STRATIFICATION

The functions of social inequality and the conditions of social justice are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of race and sex receive specific treatment. Alternate years. Credit, three hours.

#### **489 SOCIAL THEORY**

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Credit, three hours.

#### 496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of basic sociological principles directed toward the analysis of selected topics and the presentation of projects to seminar members for evaluation and criticism. Prerequisites: MAT 245 or equivalent, SOC 374 and 375. Offered both semesters. Credit, three hours.

#### Social Work

#### 240 SOCIAL WORK AS A PROFESSION

An introduction to the development, fields, and values of the social work profession. Course provides class release time for a required thirty hours of volunteer work in a social agency. Credit, three hours.

# 301 THE AMERICAN SOCIAL WELFARE INSTITUTION

A study of the current American welfare system as a social institution with an examination of its European beginnings. Includes a description of the current welfare system with an analysis of its service delivery system mechanisms. Fall. *Credit, three hours.* 

#### 302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Spring. Credit, three hours.

# 303 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

Utilization of the life-span as a framework for examining the impact of individual, organizational, cultural, biological, and community variables on human behavior. The systems framework is used to demonstrate how these variables interact to influence human behavior. The perspective on human behavior developed is utilized in the implementation of a generalist model of social work practice. Spring. Credit, three hours.

#### 304 SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND SMALL GROUPS

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by working with individuals, families, and small groups. The development of professional communication skills is also emphasized. *Credit, three hours*.



# 401 SOCIAL WORK PRACTICE IN ORGANIZATIONS, COMMUNITIES, AND LARGER SOCIAL SYSTEMS

The generalist model of social work practice as implemented in the context of communities, organizations and bureaucratic settings. Also an emphasis on continuing the development of professional communication skills. Corequisite: SWK 402. Credit, three hours.

#### **402 SOCIAL WORK FIELD EXPERIENCE**

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. Prerequisite: SWK 304. Fall and spring. *Credit*, 10 hours.

#### **403 FIELD INSTRUCTION SEMINAR**

Students meet weekly for directed academic learning related to the integration of social work knowledge with social work practice. Written assignments are required as a demonstration of adequate development of profesional growth. Corequisite: SWK 402. Credit, two hours.

# 404 RESEARCH APPLICATIONS FOR SOCIAL WORK PRACTICE

An examination and evaluation of research and issues of significance to the social work profession and the practice of social work. Also an emphasis on research methods necessary for monitoring and evaluating ongoing practice. Requires a major project to be presented to colleagues for professional dialogue. Credit, two hours.

#### 405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are social work in education, social work in criminal justice, social work and the law, social work in private industry, and child welfare. Offered as needed. Credit, one to four hours.

A student may elect courses through the Cooperating Raleigh Colleges.

Students who wish community internships or advanced study or research in sociology or social work should consult with the departmental head or an appropriate faculty member to arrange for the special studies options listed on page 77.





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SUZANNE POMERANZ, 1972 Education Chapel Hill

CELIA WITT BUCK, 1978
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Greenville

DIANE BACON, 1980 Recruitment Winston-Salem

JOY ADAMS LUCAS, 1964 Institutional Development and Scholarships Raleigh

#### **FACULTY - 1986-87**

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HELENA W. ALLEN, M.Ed. (1952)

Assistant Professor of Health and Physical Education B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

LYN G. AUBRECHT, Ph.D. (1974)

Associate Professor of Psychology

A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State University.

CLIFFORD BAKER, Ph.D. (Spring 1986)

Assistant Professor of Business

B.S., U.S.M.A., West Point; M.S., Purdue

University; Ph.D., North Carolina State University.

JOE BAKER, A.B. (1966)

Vice President for Administrative Affairs

A.B., Mississippi College.

RICHARD H. BEHRMAN, M.B.A. (1980)

Assistant Professor of Business

B.B.A., Iona College; M.B.A.,

New York University.

VERGEAN R. BIRKIN, A.M. (1963)

Assistant Professor of Geography

A.B., A.M., University of Colorado; graduate study, University of North Carolina at Chapel Hill.

CYNTHIA BISHOP, Ph.D. (1977)

Associate Professor of Social Work

A.B., M.S.W., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro.

M. TONY BLEDSOE, Ed.D. (1981)

Associate Professor of Business

B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

SANDRA H. BLEDSOE, M.B.A (1987)

Instructor of Business

B.S., University of North Carolina at Chapel Hill; M.B.A, Meredith.

MARTHA L. BOUKNIGHT, M.Ed. (1966)

Associate Professor of Mathematics

A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill;

Ph.D., North Carolina State University.

BETTY WEBB BREWER, Ph.D.(1971) (1974)

Associate Professor of English

A.B., Meredith College; A.M., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill.

CYNTHIA BROSS, Ph.D. (1981)

Assistant Professor of Health and Physical Education B.S.; M.S., Fort Hays State University; Ph.D., Texas Woman's University.

CLARA R. BUNN, Ph.D. (1969)

Professor of Biology

A.B., Meredith College; M.S., Ph.D., North Carolina State University.

CRAVEN ALLEN BURRIS, Ph.D. (1969)

Vice President and Dean of the College

Professor of History and Politics

A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary;

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SYLVIA HOWEY BYRD, M.S.H.E., R.D. (1986)

Instructor of Home Economics

B.S. Appalachian State University; M.S.H.E.,

University of North Carolina at Greensboro.

MARIE CHAMBLEE, Ph.D. (1977)

Assistant Professor of Health and Physical Education B.S., East Carolina University; M.A.T., Ph.D.,

University of North Carolina at Chapel Hill.

GWENDOLYN CLAY, Ph.D. (1985)

Assistant Professor of Education

B.S., North Carolina State University; A.M., UNC-Greensboro; Ph.D., North Carolina State University.

JAMES L. CLYBURN, M.S. (1958)

Professor of Music

A.B., Elon College; M.S., Julliard School of Music.

BERNARD H. COCHRAN, Ph.D. (1960)

Professor of Religion

A.B., Stetson University; B.D., Th.M. Southeastern Baptist Theological Seminary; Ph.D., Duke University; post-doctoral research, Yale University.

ALYSON W. COLWELL, M.F.A. (1984)

Instructor of Dance

B.S., Pennsylvania State University; M.F.A., Arizona State University.

JACQUES COMEAUX, Ph.D. (1983)

Associate Professor of Foreign Languages

A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

JOHN W. CREAGH, Ph.D. (1984)

Assistant Professor of Speech

A.B., A.M., University of North Carolina at Chapel Hill; Ph.D. Louisiana State University.

ROGER H. CROOK, Ph.D. (1949)

Professor of Religion

A.B. Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; post doctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

CHARLES A. DAVIS, Ph.D. (1967)

Associate Dean and Registrar

Professor of Mathematics

B.S., M.A.M., Ph.D., North Carolina State University.

Faculty

MARGARET DOUGLASS, M.F.A. (1985)

Instructor of Theater

A.B., M.F.A., University of North Carolina at Chapel Hill.

SARAH ENGLISH, Ph.D. (1979)

Assistant Professor of English

A.B., Duke University; Ph.D., University of North Carolina at Chapel Hill.

JAMES C. B. FOGLE, Ph.D. (1977)

Associate Professor of Music

A.B., Elon College; A.M., Ph.D., University of North Carolina at Chapel Hill.

ROBERT G. FRACKER, A.M. (1962)

Library Assistant, Reference

B.S., East Tennessee State College; A.M., Appalachian State University; graduate study, Duke University.

CLYDE C. FRAZIER, Ph.D. (1982)

Associate Professor of Politics

A.B., Rice University; Ph.D., University of North Carolina at Chapel Hill.

LOIS FRAZIER, Ed.D. (1954)

Professor of Business and Economics and

Director, MBA Program

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

JANET FREEMAN, M.L.S., 1984

Librarian

A.B., University of North Carolina at Greensboro;

M.L.S., George Peabody College.

SHEARLE FURNISH, Ph.D. (1986) Assistant Professor of English

A.B. Transylvania University; M.A., Ph.D., University of Kentucky

PHYLLIS W. GARRISS, Mus.M. (1951)

Assistant Professor of Music

A.B., Mus.B., Hastings College; Mus. M., Eastman School of Music.

ROSALIE P. GATES, Ph.D. (1965)

Associate Professor of History

A.B., A.M., Ph.D., Duke University; post-doctoral research, Delhi University, India.

SUSAN GILBERT, Ph.D. (1966) (1976)

Associate Professor of English

A.B., Duke University; A.M., University of Virginia; Ph.D., University of North Carolina at Chapel Hill.

ELLEN B. GOODE, Ed.D. (1976)

Associate Professor of Home Economics B.S., Virginia Polytechnic Institute; M.S.H.E., University of North Carolina at Greensboro; Ed.D., North Carolina State University.

J. CRAIG GREENE, Ed.D. (1977)

Associate Professor of Art

A.B., Mars Hill College; M.F.A., University of North Carolina at Greenboro; Ed.D. North Carolina State University. LARRY L. GRIMES, Ph.D. (1984)

Assistant Professor of Biology

B.S., M.S., Ph.D., North Carolina State University.

CAROLYN B. GRUBBS, Ph.D. (1963)

Associate Professor of History

A.B., Meredith College; M.A.T., Duke University;

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FRANK L. GRUBBS, Ph.D. (1963)

Professor of History

A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

ISABELLE HAESELER, M.S.M. (1956)

Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill

ELAINE HARBISON, M.F.A. (1982)

Instructor of Art

B.F.A., University of North Carolina at Greensboro; M.F.A., University of Georgia.

LYNNE HENDERSON, M.L.S. (1976)

Reference Librarian

A.B., Mount Holyoke College; M.R.E., Drew University; M.L.S., Rutgers University.

DIANE R. HICKS, Ph.D. (1982)

Assistant Professor of Home Economics

A.B., A.M., Sam Houston State University; Ph.D., Florida State University.

ROSEMARY T. HORNAK, Ph.D. (1977)

Associate Professor of Psychology

A.B., Wheeling College; A.M., Ph.D., Ohio State University.

R. JOHN HUBER, Ph.D. (1974)

Professor of Psychology

B.A., Kent State University; M.A., University of Vermont; Ph.D., University of New Hampshire.

ELLEN M. IRONSIDE, Ph.D. (1982)

Associate Dean for Continuing Education

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill; Certificate, Institute for the

Management of Lifelong Education, Harvard University.

JEAN JACKSON, Ph.D. (1983)

Assistant Professor of English

A.B., Meredith College; A.M., Ph.D. University of Illinois.

JAMES R. JOHNSON, III, Ph.D. (1979)

Associate Professor of Business

A.B., Elmhurst College; Ph.D., Duke University.

MARY S. JOHNSON, Ed.D. (1980)

Associate Professor of Education

A.B., A.M., Western Carolina University; Ed.D., Duke University.

SUE KEARNEY, A.M. (1966)

Director of Admissions

A.B., Meredith College; A.M., Wake Forest University.

IONE KEMP KNIGHT, Ph.D. (1956)

Professor of English

A.B., Meredith College; A.M., University of

Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

VIVIAN KRAINES, Ph.D. (Spring 1979)

Associate Professor of Mathematics

A.B., Ph.D., University of California.

JEROD KRATZER, Ph.D. (1986)

Assistant Professor of Education

B.S., St. Joseph's University;

M.A., University of Delaware; Ed.D., North Carolina State

ANN W. KURTZ, Ph.D. (1979)

Professor of Foreign Languages

A.B., Wellesley College; A.M., Ph.D., University of Maryland.

BETH LANG, (1986)

Instructor of Computer Science

B.S., V.P.I.; graduate study, N.C. State University.

WILLIAM R. LEDFORD, Ph.D. (1957)

Associate Professor of Foreign Languages

A.B. Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

CHARLES P. LEWIS, III, Ph.D. (1980)

Assistant Professor of Chemistry

B.S., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, Johns Hopkins University.

W. DAVID LYNCH, D.M.A. (1969)

Professor of Music

Mus.B., Oberlin College; Mus.M., D.M.A., Performer's certificate, Eastman School of Music of the University of Rochester; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde

Ahlgrimm, Arthur Poister, Robert Noehren.

JERRY E. McGEE, Ed.D. (January 1980) Vice President for Institutional Advancement

B.S., East Carolina University; A.M., Appalachian State University; Ed.D. Nova University.

JOE MARON, M.F.A. (1972)

Associate Professor of Art

A.B., M.F.A., Brooklyn College.

JAY D. MASSEY, A.M. (1957)

Associate Professor of Health and Physical Education B.S., University of North Carolina at Greensboro; A.M., New York University.

REBECCA J. MURRAY, Ed.D. (1974)

Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University; postdoctoral study, North Carolina State University.

REBECCA S. OATSVALL, Ph.D. (1984)

Associate Professor of Business

B.S., M. Acc., Ph.D., University of South Carolina

ALLEN F. PAGE, Ph.D. (1973)

Professor of Religion

A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Theological Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

FRANCES McCACHERN PAGE, Ed.D. (1980)

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A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

THOMAS C. PARRAMORE, Ph.D. (1962)

Professor of History

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

THERESA SPENCER, M.Econ. (1986)

Instructor of Business

B.A., M.Econ., North Carolina State University.

BRENT A. PITTS, Ph.D. (1981)

Assistant Professor of Foreign Languages

A.B., A.M., Ph.D., Indiana University; Post doctoral study, Princeton University, Ecole Supérieure de Commerce de Lyon.

JAMES W. POWERS, M.M. (1982)

Music

B.M., East Carolina University; M.M., Miami University.

DOROTHY K. PRESTON, Ph.D. (1961)

Associate Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D., North Carolina State University.

ROBERT K. REID, Ph.D. (1979)

Associate Professor of Biology

B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

PENNY F. SCOTT, A.M., C.P.A.(1982)

Instructor of Business

B.S., A.M., Appalachian State University.

REGINALD B. SHIFLETT, Ph.D. (1978)

Professor of Chemistry

B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)

Assistant Professor of Photography and Foreign

Languages

A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

BERNICE T. SHUEY, M.B.A., C.P.A.(1982)

Instructor of Business

B.S., Southwest Missouri State University; M.B.A., University of Dayton.

EVELYN P. SIMMONS, M.S. (1962)

Associate Professor of Economics

University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

DOROTHY J. SIZEMORE, A.M. (1980)

Dean of Students

A.B., William Jewell College; A.M., Georgetown College.

DEBORAH K. SMITH, Ph.D. (1978)

Assistant Professor of Biology

B.A., Vanderbilt College; Ph.D., University of Virginia.

DONALD SPANTON, Ph.D. (1983)

Associate Professor of Business

B.S., Renesselear Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

LAROSE F. SPOONER, Ed.D. (1967)

Vice President of Administrative Affairs

A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University.

MARILYN M. STUBER, Ed.D., (1965)

Professor of Home Economics

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

EUGENE M. SUMNER, D.S.W., (1973)

Professor of Social Work

A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

LESLIE W. SYRON, Ph.D. (1945)

Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

CHARLES TAYLOR, Jr., M.B.A. (1983)

Vice President for Business and Finance

LOUISE TAYLOR, Ph.D. (1978)

Associate Professor of English

A.B., Swarthmore College; M.A.T., Duke University; M.A., Ph.D., Florida State University.

OLIVE D. TAYLOR, M.Ed. (1970)

Instructor of Mathematics

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University, Appalachian State University.

MARY L. THOMAS, Ph.D. (1982)

Associate Professor of Foreign Language A.B., Ohio University; A.M., Ph.D., University of Michigan; post doctoral study, University of North Carolina at Chapel Hill.

SANDRA CAROL THOMAS, Ph.D. (1974)

Vice President for Student Development

A.B., University of Texas; M.S., Indiana University; Ph.D., Saint Louis University.

CHARLES R. TUCKER, Ph.D. (1966)

Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)

Associate Professor of Music

A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music of the University of Rochester.

ROBERT L. VANCE, Ph.D. (1981)

Assistant Professor of Religion and Philosophy A.B., Davidson College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University.

NAOMI WAGNER, Ph.D. (1984)

Psychology

A.B., M.S., Hebrew University of Jerusalem.

DOUGLAS J. WAKEMAN, Ph.D. (1984)

Assistant Professor of Business

B.A., Ph.D., University of North Carolina at Chapel Hill.

W. GARRETT WALTON, JR., Ph.D. (1983)

Assistant Professor of English

A.B., A.M., Ph.D., University of Virginia.

SHARON P. WARDEN, Ph.D. (1987)

Assistant Professor of Business

B.A., Evergreen State College; M.A., California State University; Ph.D., University of Texas.

JOHN EDGAR WEEMS, Ed.D. (1972)

President

B.S., A.M., Ed.D., George Peabody College.

SUSAN B. WESSELS, M.B.A. (1978)

Instructor of Business and Economics

A.B., Grove City College; M.B.A., DePaul University.

ED R. WHEELER, Ph.D. (1980)

Professor of Mathematics

A.B., Samford University; Ph.D., University of Virginia.

BURGUNDE WINZ, Ph.D. (1978)

Associate Professor of Foreign Languages

A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill.

RHONDA M. ZINGRAFF, Ph.D. (1979)

Associate Professor of Sociology

B.S., Virginia Commonwealth University; A.M.,

Ph.D., Bowling Green State University.

#### PART-TIME FACULTY - 1986-87

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

WILL ADAMS (1982)

Music

REBECCA BAILEY, Ph.D. (Spring 1984)

Art

B.F.A., A.M., Stephen F. Austin State University; Ph.D., Michigan State University.

SANDRA H. BLEDSOE, M.B.A. (1987)

Instructor of Business

B.S., University of North Carolina at Chapel Hill;

M.B.A., Meredith College.

MARY STIVERS BRAINARD, M.S. (1986)

Instructor of Home Economics

B.S. Iowa State University; M.S. Purdue University

CAROL J. BROWN, M.S. (1984)

Physical Education

B.S. Colorado State University; M.S., Smith College.

BETTY H. COOK, M.H.E. (1976)

Instructor of Home Economics

B.S., West Virginia University; M.H.E., University of Georgia.

SUSAN COX, M.A. (1986)

Basketball

B.S., University of North Carolina at Greensboro;

M.A., East Carolina University.

**CURTIS CRAVER (1979)** 

Music

JACQUELYN CULPEPPER, M.M. (1986)

Voice

B.S., Western Carolina University; M.M., Baylor

University

University.

ALICE W. DAUGHERTY, Mus.B. (1971)

Music

Mus.B., Lawrence College; additional study, Julliard School of Music BROCK W. DOWNWARD, D.M.A. (1976)

Music

Mus.B., Oberlin College; Mus.M., D.M.A., Eastman School of Music of the University of Rochester.

JUDY DUNSON, A.B. (1985)

Guitar

A.B., Meredith College.

BETTY JO FARRINGTON, A.B. (1969)

Music

A.B., Meredith College

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Home Economics

B.S., graduate study, Michigan State University;

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JOHN W. GIVVINES, B.S. (1975)

Art

B.S., Western Carolina University.

ALICE Y. GOODE, Mus.B. (1974)

Music

Mus.B., Texas Technological University.

BLUMA K. GREENBERG, A.M. (1976)

Art

A.B., Duke University; A.M., University of North

Carolina at Chapel Hill.

MARY GREINER (Spring 1986)

Music

A.B., University of Michigan

ANTHONY HALL, Ph.D. (Spring 1985)

Psychology

A.B., UNC-Asheville; M.S., Ph.D., North Carolina

State University.

NANCY HAWKINS, Mus.B. (1979)

Music

Mus.B., Meredith College

LINDSEY HOUSE, M.M. (1985)

Music

B.M., Illinois State University; M.M., University of

Oklahoma.

VIRGINIA HUDSON (1981)

Music

JOHN HUGGARD, J.D. (Spring 1986)

Business

A.B., J.D., University of North Carolina at Chapel

Hill.

BRENDA O. JOHNSTON, M.S. (1986)

Business

B.A., M.S., North Carolina State University

LINDA JONES, Ph.D. (1985)

Education

B.S., University of Tennessee; M.Ed., Ph.D., University of North Carolina at Chapel Hill.

PAMELA ANN BATH KELLY, Mus. M. (1983)

Music

Mus.B., Mus.M., University of North Carolina at Chapel Hill.

KATHRYN KING, M.A. (Spring 1987)

Business

B.S., East Strousburg State College: M.A. Ohio State University

SUSAN McCLASKEY LOHR, Mus.M. (1981)

Music

Mus.B., Mus.M., University of Kentucky.

TOM LOHR, Mus. M. (1979)

Music

MAUREEN McGREGOR, M.A.

B.A., Universtiy of Leeds; M.A. North Carolina State University

ALDO MELITO, B.A. (1986)

Dance

B.A., Grinnell College

NAN MILLER, A.M. (Spring 1986)

English

A.B., Wake Forest University; A.M., North Carolina State University.

CATHRYN MUELLER, M.M. (1985)

Music

B.M., M.M., Southern Illinois University

WILBURN L. NORTON, JR., A.B. (1970)

Photography

A.B., North Carolina Wesleyan College.

HUGH PARTRIDGE, M.M. (1980)

Music

B.M., Indiana University; M.M., Butler University.

MARTA PARTRIDGE, Mus.B. (1981)

Music

Mus.B., New England Conservatory.

MARK POSSANZA M.A., (1986)

Foreign Languages

A.B., Franklin and Marshal; M.A., University of North

Carolina at Chapel Hill

JAMES W. POWERS, M.M. (1982)

Music

B.M., East Carolina University; M.M., Miami University.

CRISTA A. PRITCHARD, A.B. (1976)

Equitation

A.B., Meredith College.

ALAN REIMAN, M.Ed. (1986)

Education

A.B., Iowa State University; M.Ed., University of Georgia

LOUISE REISS, Ph.D. (1982)

Foreign Languages

A.B., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill.

NANCY RIVA-PALACIO, A.M. (1979)

Music

A.B., Westhampton College; A.M., Columbia

University; Certificat d'Etudes, Sorbonne, University of Paris.

MARTHA SMITH, Ph.D.

Religion

A.B., MSLS., Ph.D., Duke University

EDYTHE STANISLAW, M.S. (1985)

Mathematics

A.B., Geneva College; M.S., Oklahoma University.

PEGGY STARKEY, Ph.D. (1980)

Religion

A.B., Southern Methodist University; M.Div., S.T.M.,

M.Phil., Ph.D., Union Theological Seminary.

VIRGINIA STEINMETZ, Ph.D. (1986)

English

A.B. Wheaton College; A.M., Temple University;

Ph.D., Duke University

JANET SULLIVAN, A.B. (1983)

Biology

A.B., Meredith College.

MARK THARRINGTON

Golf

KAREN THORSEN-COLLINS, Ph.D. (1987)

B.S., Pratt Institute; M.A., New York University;

Ph.D., North Carolina State University

NAOMI WAGNER, Ph.D. (1984)

Psychology

A.B, M.S., Hebrew University of Jerusalem; Ph.D.,

North Carolina State University

PAMELA WHITLOW, Mus.B. (1977)

Music

Mus.B., Southern Illinois University.

BRENDA WINDHAM, Mus.M. (1979)

Music

B.M.E., Central Methodist College; Mus.M., New

England Conservatory.

INGE WITT, A.B. (1976)

Music

A.B. Hons., London University; Elementary Certificiate, Jacques-Dalcroze Institute through

Carnegie-Mellon University.

SALLY ZEIGLER, M.M. (1983)

Music

B. Mus., Meredith College; M.M., Ohio State Universtiy

PAUL M. ZIPIN, Ph.D. (1982)

Business

A.B., Temple University; A.M., Pennsylvania State University; Ph.D., University of Connecticut.

#### **FACULTY EMERITI**

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

AUDREY R. ALLRED, M.Ed. (1970)

Associate Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

HAZEL BAITY, A.B., in L.S. (1941)

Librarian

A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

ERNEST F. CANADAY, Ph.D. (1920)

Professor of Mathematics

A.B., William Jewell College; A.M. Missouri

University; Ph.D., Duke University.

ROGER H. CROOK, Ph.D. (1949)

Professor of Religion

A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; post-doctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

JANE G. DEESE, A.M. (1945)

Technical Services Librarian

A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

BEATRICE DONLEY, Mus.B. (1972)

Professor of Music

Mus.B. (Voice), Mus.B. (Public School Music), West Virginia University; voice with Horatio Connell, Julliard School of Music; voice with Adelaide Gescheidt, New York.

JAMES H. EADS, JR., M.S. (1958)

Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

HARRY K. DORSETT, A.M. (1941)

Associate Professor of Education

A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

SUZANNE FREUND, Ph.D. (1947)

Associate Professor of Foreign Languages Ph.D., University of Heidelberg.

HELEN JONES, A.M. (1969)

Instructor of English

A.B., A.M. University of North Carolina at Greensboro.

MARY BLAND JOSEY, M.Ed. (1953)

Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

SARAH McCULLOH LEMMON, Ph.D. (1947)

Professor of History

B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARGARET C. MARTIN, A.M. (1953, 1964)

Director of Alumnae Affairs

A.B., Meredith College; A.M., Columbia University.

MARIE MASON, Ph.D. (19

Professor of Psychology

A.A., Campbell College; A.B., Meredith College;

A.M., Ph.D., University of Kentucky.

STEWART A. NEWMAN, Th.D. (1973)

Professor of Philosophy

A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; post-doctoral study; Duke University, Northwestern-Barrett, University of Rochester.

STUART PRATT, Mus.M. (1942)

Professor of Music

A.B., Hartwick College; Mus.B., Philadelphia Musical Academy; Mus.M., Syracuse University; two years in Berlin, Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri.

NORMA ROSE, Ph.D. (1937)

Professor of English

A.B., Meredith College; A.M., University of North Carolina at Chapel Hill; Ph.D., Yale University.

LEONARD WHITE, A.M. (1964)

Associate Professor of Art

A.B., A.M., University of North Carolina at Chapel Hill

#### ADMINISTRATION - 1986-87

The date in parentheses indicates the year in which the individual joined the Meredith administration.

## Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)
President

LaROSE F. SPOONER, Ed.D. (1967) Executive Assistant to the President

SHARON H. WOODLIEF (1972)

Administrative Secretary

SARAH McCULLOH LEMMON, Ph.D. (1947) Professor Emeritus and College Historian

# Office of the Vice President for Administrative Affairs

LaROSE F. SPOONER, Ed.D. (1967) Vice President

#### Office of College Relations

CAROLYN C. ROBINSON, A.B. (1958) Director

J. RENEE KEEVER, A.M., (1985)
Associate Director

CAROLYN J. HILL, B.A., (1987)
Publications Specialist

CAROLYN A. BASS, B.A., (1987) Secretary

#### Academics

# Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969) Vice President and Dean

ANNE E. PICKARD, A.A. (1974)

Administrative Secretary

DOTTY LOU GANDY (1979)

Secretary to the Faculty
NELL MegLAUGHLIN (1985)

Secretary to the Faculty

NANCY S. MOORE (1985) Secretary to the Faculty

ALYCE PARKER-TOWNSEND (1986)
Secretary to the Faculty

GRACE BROCK (1987)
Secretary to the Faculty

CARROL B. SNODGRASS (1987) Secretary to the Faculty

BONNIE J. FURMAN, A.B. (1986) Secretary

#### Office of the Registrar

CHARLES A. DAVIS, Ph.D. (1967) Associate Dean and Registrar

SUE TODD, A.B. (1968)

Assistant Registrar

JUDY COOPER, (1987) Secretary

LAURA BURAKOWSKI (1978) Records Secretary

#### Library

JANET L. FREEMAN, M.L.S. (1984) College Librarian

EDWARD M. WALLER, M.S.L.S. (1986) Technical Services Librarian

LYNNE HENDERSON, M.L.S. (1976) Reference Librarian

JOHN W. KINCHELOE, III, M.A. (1985) Media Specialist

JUDITH L. SCHUSTER, M.S.L.S. (1980) Assistant Reference Librarian

LINDA G. BURTON, B.S. (1984) Circulation Librarian

ROBERT G. FRACKER, A.M. (1962)

Library Assistant, Technical Services
ALICE McNEIL (1976)

Library Assistant, Technical Services

GERALDINE SARGENT (1978) Secretary MARGARET SEXTON (1975)
Library Assistant, Technical Services

CAROL SMITH, M.M., (1981)

Library Assistant, Music Library

FRANCES HANNAH (1977)

Library Assistant, Technical Services

Office of Continuing Education

ELLEN M. IRONSIDE, Ph.D. (1982)

Associate Dean for Continuing Education

ANNE C. DAHLE, M.Ed. (1972)

Assistant to the Dean and Director of Credit Programs

BARBARA H. WILLIS, M.Ed. (1978)

Program Coordinator

BETTY M. BASS (1982)

Secretary

SANDRA C. CLOSE, B.A. (1987)

Assistant

Graduate Studies

CLARA R. BUNN, Ph.D. (1969)

Dean

MARTHA FONVILLE, A.A. (1983)

Administrative Assistant

Honors Program

BERNARD H. COCHRAN, Ph.D. (1960)

Coordinator

International Studies

BETTY WEBB BREWER, Ph.D. (1974)

Coordinator

Business and Finance

Office of the Vice President for

Business and Finance

CHARLES E. TAYLOR, JR., M.B.A. (1983)

Vice President

VIRGINIA SCARBORO, A.A. (1961)

Administrative Secretary

Financial Services

WILLIAM F. WADE, Jr., B.S., C.P.A. (1986)

Controller

BRENDA G. JACKSON (1986)

Accounts Payable Clerk

HEATHER D. POLLARD, A.B. (1983)

Payroll Technician

KATHY REAVES, B.S. (1986)

Personnel Specialist

Information Services

GLENWOOD SANDERSON (1981)

Manager

KATHY BARTLE (1986)

Computer Programmer

CHRIS BOST (1986)

Information Systems Assistant

Campus Activities

MARIE MASON, Ph.D. (1969)

Coordinator

College Store

DRU M. HINSLEY, B.A. (1953)

Manager

RUTH L. GOWER (1959)

Assistant Manager

MARY ANN REESE, B.S. (1984)

Textbook Manager

FRANCES GILLIS (1973)

Store Clerk

#### Central Services and Printing

LESIA GOODWIN (1979)

Supervisor

#### **Environmental Services**

JERRY L. BYNUM, B.S. (1984)

Manager

JESSICA LaMONDA (1984)

Secretary

LON AVENT (1972)

Electrician

LEE ADAMS (1978)

Grounds Supervisor

MARY W. LILES (1960)

Senior Housekeeping Supervisor

NELLIE PENNINGTON (1966) Housekeeping Supervisor

#### Maintenance Staff

GALDINO AVILA
THOMAS EDMONDSON
BERNABE ESPINOZA, JR.
WILLIAM FINCH
JAMES JONES
JAMES MCDONALD
CHARLES MASON
ROBERT RICHARDSON
DARNELL SMITH
EDDIE TURNER
SAMUEL WILDER

#### Housekeeping Staff

MARY ELIZABETH BELL DORIS CLINTON

WILLIAM COOPER

TAMMY DEVINE

LULA HARRELSON

DELORIS HARRIS

WILLIE HOWARD RETHA JEFFERIES

WILLIE KING

MADIE LITTLE

CYNTHIA McEACHIN-LAWS

**RUTH OWENS** 

LUCRETIA PETERSON

BARBARA ROBINSON

LOIS ROWLAND

BETTIE RUFFIN

MAMIE SANDERS

ANNIE RUTH SMITH

EDITH VINSON

**RUTH WILKERSON** 

#### Food Services (ARA)

MIKE BELLEFEUIL

Manager

#### Light and Sound

PAUL GABRIEL, B.S. (1983)

Technician

#### Post Office

ELIZABETH CURRIN, A.B. (1987)

Postal Clerk

#### Security

DANIEL G. SHATTUCK (1972)

Chief

JANICE SHATTUCK (1974)

Secretary

#### Staff

W. W. ADAMS

KENNETH FORE

CHARLES GRINER

WILLIAM GRINER

SHERWOOD JONES V.C. MEDLIN

THURMAN METHENY

TIMOTHY MORRIS

AUBREY UNDERWOOD

MILLIE PARRISH

CHARLES SOCKELL

CHARLES GRINER

THURMAN METHENY

#### Stables

LUTHER M. HUGGINS, A.A. (1969) Manager

#### Switchboard

ROSEMARIE SORRENTINO Supervisor

#### Student Development

# Office of the Vice President for Student Development

SANDRA C. THOMAS, Ph.D. (1974) Vice President

#### Office of the Dean of Students

DOROTHY J. SIZEMORE, A.M. (1980)

Dean

JANICE McCLENDON, A.B. (1983)

Administrative Assistant/

Coordinator of Housing

SHERRY BATEMAN, B.S. (1987)

Residence Director

LIBBY MULLINNIX, B.M. (1987)

Residence Director

PAULA WILLIAMSON, B.A. (1984)

Residence Director

ELIZABETH WEBER (1987)

Residence Director

MARGE STEVENS (1986)

Residence Director

GURTHA HOLLON, M.Ed. (1986)

Office Assistant

#### Office of Admissions

SUE E. KEARNEY, A.M. (1966)

Director

BARBARA W. CRAIG, B.A. (1986)

Associate Director

ELIZABETH B. CRAVEN, B.A. (1986)

Assistant Director

SALLY L. DAVIS. B.A.

Assistant Director

ANNE C. PUGH, A.B. (1977)

Processing and Records Manager

GLENDA J. HOFFMAN (1986)

Admissions Secretary

**IUDY ESHLEMAN (1987)** 

Secretary

PAMELA BENCKE (1986)

Secretary

#### Office of the Campus Minister

SAMUEL BANKS CAROTHERS, M.Div. (1982)

Campus Minister

GEISELLE THOMPSON, B.M. (1987)

Associate Campus Minister

GAY ELLIOTT, B.A. (1983)

Secretary

#### Career Services and Cooperative Education

MARIE W. CAPEL, M.Ed., (1971)

Director

BARBARA J. FICKLIN, B.A. (1987)

Assistant Director for Cooperative Education and

Internships

CLETA A. JOHNSON, B.S. (1979)

Secretary/Office Manager

MARY ELLEN PHILEN, B.A. (1985)

Secretary (part-time)

#### Office of Student Activities

CHANDRA CHRISTIAN, M.A. (1986)

Director

JOAN WYATT, A.B. (1987)

Assistant Director of Student Activities

# Office of Scholarships and Financial Assistance

JOHN B. HIOTT, M.Div. (1968)

Director

ALBERTA HAWES (1976)

Secretary

#### Guidance and Counseling

MARGE SHELTON, A.M. (1981)

Counselor

#### **BUILDINGS AND THE CAMPUS**

JOHNSON HALL, named in memory of Livingston Johnson, is the administration building. It anchors the original campus quadrangle, built in 1926, when Meredith moved from downtown Raleigh to its present location in West Raleigh.

VANN, STRINGFIELD, BREWER, FAIRCLOTH. POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS house 140-170 students each. Most of the accommodations in these three- or four-story buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but offer comparable bath facilities. Some rooms on these floors house three students and some house one.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls.

The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield, Charles Edward Brewer; Wiliam T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family, respectively.

BELK DINING HALL is connected to most residence halls by covered breezeways. Built in 1928, it was dedicated in 1970 in honor of Carol Grotnes Belk.

FANNIE E.S. HECK MEMORIAL FOUNTAIN was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization.

HARRIET MARDRE WAINWRIGHT MUSIC BUILDING is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat Clara Carswell Concert Hall, named in honor of Mrs. Guy T. Carswell.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses a 700-seat auditorium/theater, a studio theater, offices for continuing education, and a writing lab. Jones Hall was first used in 1949.

COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the organ was installed in 1970. It is a three-manual, 35-rank concert instrument with classic voicing and was built by the Austin Organ Company.

SHAW FOUNTAIN is on the front center campus near the entrance to Johnson Hall. The six water spouts control 10 water height stages and are illuminated by multi-colored lights. Named in honor of Henry M. Shaw and his wife, Blanche M. Shaw, the fountain was dedicated in 1974.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. An island stage, separated from the amphitheater by a moat, is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith.

JONES CHAPEL, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and his wife, Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

ESTELLE JOHNSON SALISBURY ORGAN, installed in Jones Chapel, is named in memory of a member of Meredith's first graduating class of 1902. It is an encased mechanical-action instrument of 20 stops and 27 ranks. The two-manual and pedal organ was constructed in 1983 by the Andover Organ Company.

MAE GRIMMER ALUMNAE HOUSE includes offices of the Alumnae Association, bedroom suites for guests of the College, and a reception room and kitchen for social events. For 36 years Mae Grimmer was executive secretary of the Alumnae Association, and the house is named in her honor.

CATE CENTER contains the 240-seat Kresge Auditorium, student-related administrative offices, the college store, Le Greenhouse Cafe, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

SHEARON HARRIS BUILDING, constructed in 1982, houses the departments of business administration and economics and mathematical sciences. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms and a reading

room. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees Chairman for several terms.

GADDY-HAMRICK ART CENTER is a center for women in art. Dedicated in 1987, it houses an art gallery, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

JOYNER HALL is a classroom building for most courses in education, English, foreign languages, history and politics, psychology, religion and philosophy, and sociology and social work. It also contains offices for faculty, a small auditorium equipped with visual aids, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

CARLYLE CAMPBELL LIBRARY is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, has open stacks, a periodical room, projection room, and private meeting rooms. The library holdings total more than 120,000 volumes and more than 650 subscription periodicals. Resources include print, microforms, film, video and audio recordings, and laser disc and computer software.

MARY E. YARBROUGH SCIENCE RESEARCH BUILDING, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

HUNTER HALL, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used for experimental purposes.

DELIA DIXON CARROLL INFIRMARY AND RESIDENCE HALL was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students and four rooms for three, two of which have a private bath and two which are joined by a bath. The first floor houses the infirmary which has a nurse in residence and a doctor on 24-hour emergency call. The well-equipped infirmary contains eight beds.

CARROLL RESIDENCE HALL ANNEX houses 22 freshmen and two upperclass hall officers. Carpeted and air conditioned, Carroll provides twelve rooms for two students each and a hall bath.

ELLEN BREWER HOUSE is a residence used by the department of home economics in teaching home

management. Named for Ellen Dozier Brewer, member of the faculty for 57 years, the house offers all the facilities of a home-like residence, including four bedrooms and baths, a student study, an office, a living room, a family room, and a kitchen.

WEATHERSPOON PHYSICAL EDUCATION-DANCE BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, and offices for the department of health, physical education, and dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

MARTIN EQUITATION ARENA is located behind Weatherspoon Physical Education-Dance Building. A standard size horse show ring, the arena was dedicated in 1976 in honor of Zeno Martin and Lorna Bell Broughton.

MEREDITH COLLEGE STABLES accommodate approximately 40 college-owned horses. Facilities provide for classroom sessions in equitation was well as for outdoor and indoor riding.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used for entertaining students and other constituents of the College. The house is named in honor of Dr. Luther M. Massey and his wife, Vivian Dawson Massey, in appreciation of their service to Meredith.

FAW GARDEN, MARGARET CRAIG MARTIN GARDEN, TENNIS COURTS, PUTTING GREEN, and THE LAKE are areas that add beauty and interest to the campus.

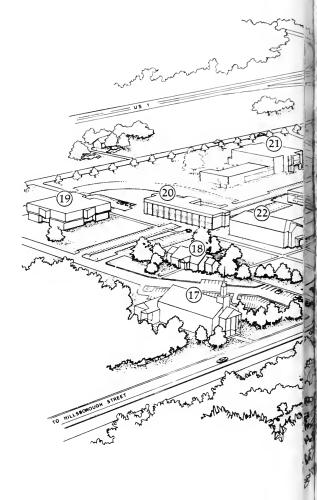
#### **LOCATION**

Located in central North Carolina, Raleigh, home of Meredith College, is a growing capital city of approximately 203,000 people. It is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill.

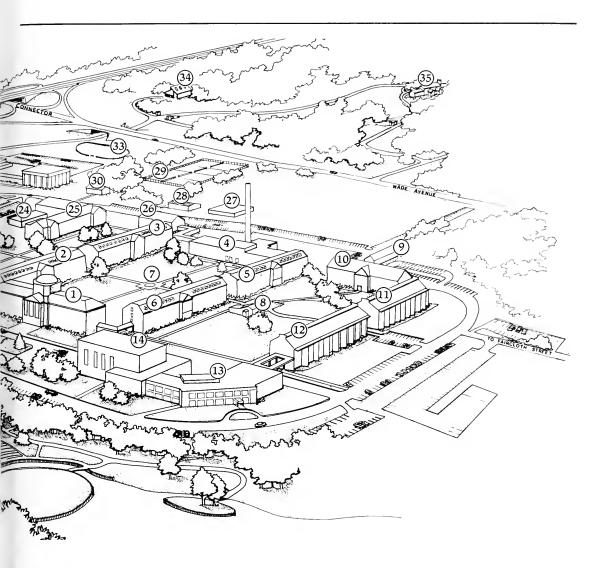
The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue, an I-40 connector, and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, and on the west by U.S. 1. The front entrance faces Hillsborough Street, and appropriate highway markings guide the visitor to Meredith. The Raleigh-Durham Airport, serving the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Approximately 25 miles away is Chapel Hill, site of the University of North Carolina. Duke University is 17 miles away in Durham. Wake Forest, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing at the beaches along the coast.



- 1. Johnson Hall (Administration Building)
- 2. Vann Residence Hall
- 3. Stringfield Residence Hall
- 4. Belk Dining Hall
- 5. Faircloth Residence Hall
- 6. Brewer Residence Hall
- 7. Heck Memorial Fountain
- 8. Maintenance Shop
- 9. Poteat Residence Hall
- 10. Barefoot Residence Hall
- 11. Heilman Residence Hall
- 12. Harriet Mardre Wainwright Music Building



- 13. Jones Hall (Auditorium, Drama, Continuing Education)
- 14. Shaw Fountain
- 15. Elva Bryan McIver Amphitheater
- 16. Christina and Seby Jones Chapel
- 17. Mae Grimmer Alumnae House
- 18. Cate Center
- 19. Shearon Harris Business Building
- 20. Gaddy-Hamrick Art Center
- 21. Joyner Hall
- 22. Carlyle Campbell Library
- 23. Mary Yarbrough Research Center
- 24. Hunter Hall

- 25. Delia Dixon Carroll Infirmary and Residence Hall
- 26 Auxiliary Building for Offices
- 27. Carroll Annex (Residence Hall)
- 28. Tennis Courts
- 29. Ellen Brewer Home Management House
- 30. Golf Putting Green
- 31. Weatherspoon Physical Education-Dance Building
- 32. Zeno Martin Arena
- 33. Stables
- 34. Massey House (President's Residence)

## **UNDERGRADUATE** ACADEMIC CALENDAR

Fall Semester — 1987
Arrival of new students Thurs, Aug. 20
Registration Mon., Aug. 24
Registration of freshmen Tues., Aug. 25
First day of classes Wed., Aug. 26
Opening Convocation – Founders' Day Mon., Aug. 31
_
Last day to add a course Tues., Sept. 1
Last day to drop a course without paying Tues., Sept. 1
Labor Day Holiday — no classes held Mon., Sept. 7
Last day to make grading changes Wed., Sept. 23
Last day to drop with a "W" grade Wed., Sept. 23
Midterm: Autumn recess begins at 5:00 p.m Fri., Oct. 9
Classes resume at 8:00 A.MWed., Oct. 14
Midterm reports due at NOON Wed., Oct. 14
Thanksgiving recess begins at 1:00 P.M Wed., Nov. 25
Classes resume at 8:00 A.M Mon., Nov. 30
Last day to withdraw from a course
Tue., Dec. 1
Last day of classes Tue., Dec. 8
Reading Day Wed., Dec. 9
Final Examinations
Thurs. Dec. 10 - Fri., Dec. 18

# Spring Semester – 1988

RegistrationTue., Jan. 12
First day of classes
Last day to add a courseTue., Jan. 19
Last day to drop a course without paying
Thur., Jan. 15
Last day to make grading changes Tue., Feb. 9
Last day to drop with a "W" grade Tue., Feb. 9
Midterm: Spring recess begins at 5:00 р.м
Fri., Mar. 4
Midterm reports due at NOON . Wed., Mar. 9
Classes resume at 8:00 A.M Mon., Mar. 14
Easter Recess begins after last class
Thurs., March 31
Classes resume at 8:00 A.M Tues., Apr. 5
Last day to withdraw from a course
Mon., Apr. 25
Last day of classes Mon., May 2
Reading Day Tue., May 3
Final Examinations
Wed., May 4 - Thurs., May 12
CommencementSun., May 15
C 1 1000
Summer School – 1988

First session begins Mon., May 30
First session ends Fri., June 12
Second session begins Mon., June 20
Holiday Mon., July 4
Second session ends Sat., July 9
Third session begins Mon., July 11

Third session ends . . . . . Fri., July 29







#### **ENROLLMENT FOR 1986-87**

Fall 1987 Degree Candidates: Undergraduate (Bachelor of Arts, Bachelor of Science, and Bachelor of Music)	
Senior Junior Sophomore Freshmen Re-entry	332 320 446 403 131
Total Undergraduate	1,632
Graduate (Master of Business Administration, Education, and Master of Music)	
Graduates	151
Total Degree Candidates	1,783
Other Students in credit courses Students in non-credit courses	164 749
Total Enrollment, Fall 1986	2,696
Summer Enrollment, 1986	834
Students in credit courses by state Alabama Connecticut Delaware Florida Georgia Illinois Indiana Maryland Massachusetts Michigan Minnesota Mississippi New Hampshire New Jersey New York North Carolina Ohio Pennsylvania South Carolina Tennessee Texas Virginia Washington	1 1 2 6 10 1 1 6 2 1 1 1 3 2 1,734 5 6 10 7
West Virginia	3
International students	16
TOTAL	1,947

#### CORRESPONDENCE AND VISITS

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, North Carolina 27607-5298, and the College telephone number is (919) 829-8600. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

Academic records

Office of the Registrar

Admissions

Office of Admissions

Adult student information

Office of Continuing Education

Alumnae matters

Director of Alumnae Affairs

Catalogue requests

Office of Admissions

Community educational services

Office of Continuing Education

Educational programs

Dean of the College

Expenses

Vice President for Business and Finance

Financial assistance

Office of Financial Assistance

Graduate employment

Office of Career Services

Housing matters

Dean of Students

News items/publications

Office of College Relations

Parents Association

Coordinator of Annual Giving

Student Employment

Office of Financial Assistance

Student interests

Dean of Students

Student reports

Registrar

Summer school

Registrar

Transcripts

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Vocational testing

Office of Career Services

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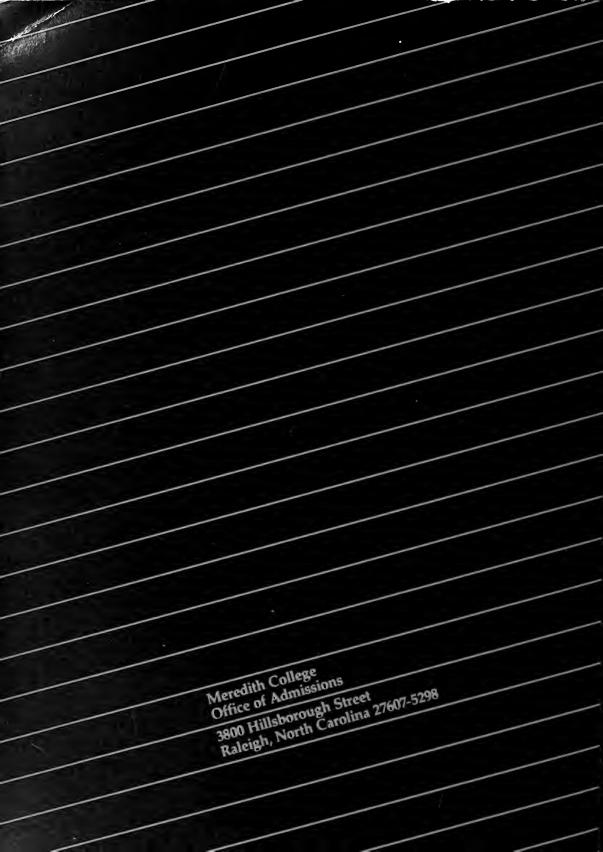
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A correspondence list may be found on page 154.

## NONDISCRIMINATORY POLICY

Meredith College admits women students of any age, race, creed, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, creed, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other schooladministered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.

#### **CATALOGUE NOTICE**

Meredith College intends to adhere to the rules, regulations, policies, and related statements included in, but reserves the right to modify, alter or vary all parts of this document with appropriate notice and efforts to communicate such changes.



#### PRESIDENT'S MESSAGE

Our freshmen of 1988-89 will graduate in Meredith's second century. First as students and then alumnae, they join the thousands of women of independent minds, abundant energy for change, and love of truth who, throughout this century, have permeated our culture with their uniquenesses. Through them, Meredith has made its statement to the world.

While students in the college community, these women enjoy the rights and privileges of full citizenship. They govern, they elect, they lead, they choose their academic courses from an exciting curriculum, they grow intellectually, emotionally, spiritually, and socially, they explore new thoughts and experience the treasured tolerance of difference of opinion.

That's how it is at Meredith, the largest private college for women in the southeast.

The Chronicle of Higher Education cites some of the advantages offered by women's colleges:

"Students attending women's colleges are more likely to attain positions of leadership, to become involved in student government, to develop high aspirations, and to persist to graduation. . . ."

"Students become more academically involved, interact with faculty frequently, show large increases in self-esteem, and are more satisfied with practically all aspects of the college experience. . . ."

"Women's colleges account for the top ten institutions cited by Everywoman's Guide to Colleges and Universities as providing the 'healthiest environment' for female students."

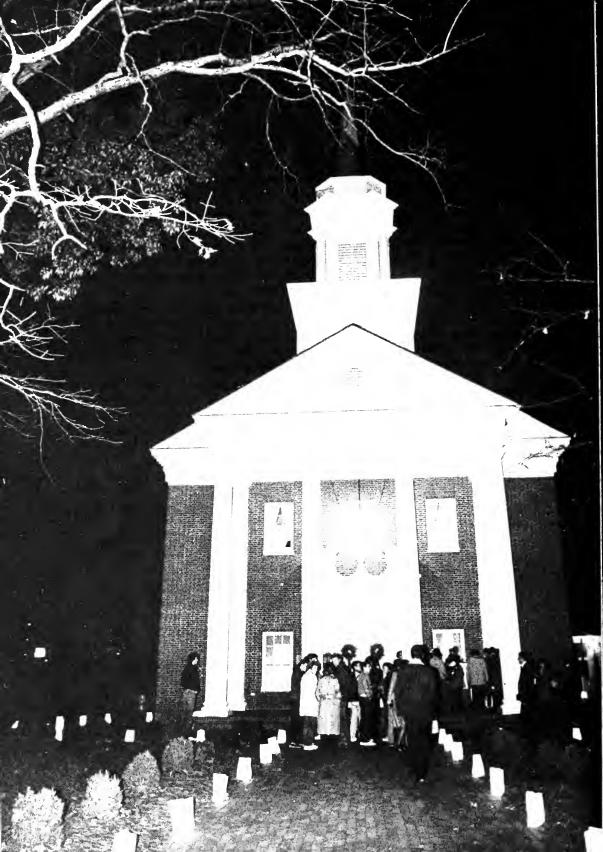
"The percentage of students at women's colleges majoring in such fields as chemistry, economics, mathematics, and physics—subjects that have traditionally been dominated by men—is two to three times the national average for women. . . ."

"Women's colleges were pioneers in setting up a variety of programs to meet the special needs of women. . . . "

I believe that the pioneers who founded the College and celebrated her charter in 1891 would rejoice with us in 1988-89 that a healthy Meredith is moving toward her centennial celebration still pioneering on the frontiers of knowledge.

John Edgar Weems, President





## Meredith: Purpose and Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the dea of a university for women was conceived. Thomas Meredith, founder and editor of the Biblical Recorder, was named o chair the first committee and was a nember of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be nodeled and conducted on strictly religious principles; but that it should be, so far as ossible, free from sectarian influences." Baptist Female University was founded in .891, the year in which it was chartered by he state legislature. By 1899 it had matured ufficiently to accept students. Ten years ater it was named Meredith College in ionor of that leader whose persistence relped make it a reality. Its campus, then ocated near the capitol of North Carolina, vas moved to its present west Raleigh site in 926. It has grown from a single building in lowntown Raleigh to a 225-acre campus of lassroom buildings, including a new art enter; the library; residence halls; a chapel; n administration building; a gymnasium; a ollege center; an auditorium; and other hysical facilities which, in design and unction, reflect the best of the founders' deas.

Meredith's seven presidents have been ames Carter Blasingame, 1899-1900; ichard Tilman Vann, 1900-1915; Charles

Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

#### **PURPOSE**

The charter of Meredith states the purpose of the College as follows:

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

Purpose Student Life

atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals, to acquire sound knowledge in the arts, sciences, and humanities, to exercise creative imagination, to develop skills in analytical thought and communication, and to achieve a sense of life direction. Thus, students are prepared for leadership and intelligent citizenship, for productive work in the vocations and professions, for graduate and professional study, for good use of leisure, and for homemaking.

#### A COLLEGE FOR WOMEN

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

In an environment conducive to self-discovery and development, Meredith educates women to lead in and contribute to society. In addition to sound academic instruction and opportunities for personal growth, the College offers special programs and study opportunities relevant to the needs of today's women. It also provides education for viable career choices and

alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual member of the community.

#### STUDENT LIFE

For the most stimulating learning environment possible, Meredith seeks a diverse student body. The approximately 2.000 enrolled students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students who return to college to continue their education help create a heterogeneous classroom atmosphere, thereby enhancing communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication between students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience—one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and selfawareness, Meredith offers her students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic

backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 212,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County school system. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is home to more than 20,000 college students.

### CONTINUING EDUCATION

Meredith is committed to encouraging in each student an appreciation of human

growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older—women who, as their lives unfold, continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special classes, seminars, and workshops (see page 62). They may undertake coursework for academic credit leading to an undergraduate or graduate degree (see page 61), or they may earn certification in a job-related field (see page 62).

The Office of Continuing Education helps adult women pursue these options at Meredith. In addition, it reaches out to the community as a whole with programs and services responsive to a wide variety of learning needs.

### **GRADUATE PROGRAMS**

Meredith offers three master's degree programs: Master of Business Administration (MBA); Master of Education (M.Ed.); Master of Music (M.M.) in performance and pedagogy and in music education. Full information is contained in a separate catalogue, available from the Office of Graduate Studies.

Faculty Curriculum

#### **FACULTY**

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 75 per cent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 45 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

### HONORS PROGRAM

The Honors Program at Meredith is designed to offer the exceptionally bright and interested student the opportunity to engage in an enriched program of study. Through this program the intellectually gifted student is challenged to expand her

power of thinking—analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction, and to develop the many facets of her whole being. Details are on pages 55-57).

#### **CURRICULUM**

Meredith offers a curriculum designed to assist the student—living and working as a free person within a community of learners—in acquiring a comprehensive understanding of herself and her world.



Curriculum
Career Direction

Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 30 majors. Elective courses may provide for further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers six degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music.

#### INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those courses listed in the catalogue.

Off-campus study is available and encouraged for all students. Many

departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work with campus study. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount Manhattan College whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain and Switzerland whereby a student may earn a full semester's credit at approximately the same cost as on campus. Other options include residence at the University of Hull in England and departmentally-sponsored programs such as painting in Paris and language study in Angers. In addition, a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions.

#### **CAREER DIRECTION**

Career opportunities for women are greater now than they have ever been. Business, government, industry, and the

professions hire women at all levels of employment, including top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering 30 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, and with advice from their major department, students may custom design a cluster of courses which gives specific career direction to their required study in the arts, sciences, and humanities.

## Pre-Professional Studies

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

#### Teacher Education

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

## Teaching Fellows Program

Meredith College is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, is designed to encourage

talented high school students to enter a teaching career. Each year it subsidizes the college costs of up to 400 North Carolina high school students at selected colleges and universities that offer enriched teacher education opportunities for the recipients. Winners of the North Carolina Teaching Fellows Scholarship Loan awards will receive \$5,000 per year from the State for each of their four years in college, provided they meet the program requirements. In addition, Meredith College will coordinate grant assistance to provide the difference between the \$5,000 award and the costs of tuition, room and board at Meredith for each enrolled Teaching Fellow. Additional information on the Teaching Fellows Program can be found on page 35.

### Social Work

The major in social work is accredited by the Council on Social Work Education and is offered with a Bachelor of Arts degree. For details, interested students should consult the Department of Sociology and Social Work. (See pages 60 and 147-149.)

## Medical Technology and Physician Assistant

Meredith offers a degree program in medical technology in cooperation with the Duke Medical School and a degree program for the physical assistant in cooperation with Bowman-Gray School of Medicine. Details

are available in the Department of Biology and Health Sciences, and on page 59 of this catalogue.

## Nursing Transfer Curriculum

Meredith's Bachelor of Science in Nursing Transfer Curriculum will enable currently licensed RNs to obtain the general education and science prerequisites needed for subsequent admission to BSN completion programs in other institutions. The curriculum is especially designed for women over 23 who hold an associate degree or diploma in nursing and who are seeking to prepare themselves for the professional level. For more information, see pages 59 and 82.

### Professional Communications

The Concentration in Professional Communications is a program offered through the Department of English for students interested in a variety of careers in communications, including journalism, broadcasting, public relations, and fundraising. Though designed to emphasize the print media, this program can accommodate those students with interests in radio and television. More information is available through the Department of English and on page 60.



## Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national and ethnic origin, or handicap.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to her oncampus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other Southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and

private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial assistance.

#### FRESHMAN ADMISSION

## Requirements

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the \$25 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the \$25 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

#### Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

Meredith takes a flexible approach to course requirements for admission. The

Freshman Admission

College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12. Her program should include four units in English and at least nine additional credits chosen from English, foreign language, history, social studies, mathematics, and natural sciences. To prepare for the academic program at Meredith, a prospective student should take a strong college-preparatory program throughout high school. Careful attention is given to the applicant's grade average on the academic subjects.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class over 65 per cent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student who wishes to enroll and who shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

#### Scholastic Aptitude Test

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the SAT of the College Entrance Examination Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 592, Princeton, New Jersey 08541. While SAT scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language or some other measure of competency may be requested in addition to or in lieu of SAT scores. (Foreign students, especially those who will be traveling on a student visa, should see page 20 for testing expectations.)

#### Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide names of a school official, a teacher who has taught her in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions sends forms for the references to use in providing recommendations to support the application.

#### Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in

order that any special accommodations that might be necessary can be arranged by the College.

#### Interview

Although an admissions conference is generally not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 172.)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student

Freshman Admission

planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 33.)

## Credentials for Adult Students

A woman 23 years of age or older, who wishes to enter or resume a degree program begun earlier, may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a prearranged academic program as a re-entry student. When a specified program has been arranged, this becomes the primary criterion for gaining admission as a degree candidate. In either case, students who have been out of the academic environment for some time are referred to the Office of Continuing Education, which provides appropriate advising and enrollment assistance. (See pages 24 and 60.)

### Early Decision Plan

A student who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan. Such a student must file her application by October 15 of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the SAT prior to her senior year.

The College takes action on early decision applications by November 15 and notifies each candidate immediately of the decision. Accepted students are required to make by December 15 a \$100 advance deposit, a non-refundable payment that applies toward freshman year expenses. For information about applying for an early decision on financial aid, see page 30.

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. Such a student is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith. The Early Decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

### Regular Admission Plan

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a \$100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a \$100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

## Advanced Placement and Credit

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special

departmental examination; an Advanced Placement Examination of the College Entrance Examination Board; and/or a general examination of the College-Level Examination Program of the College Entrance Examination Board. Further information about these opportunities may be obtained by writing the Office of Admissions.

## Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

#### TRANSFER ADMISSION

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, Bible or nursing schools. There are particular procedures and requirements for applicants from these institutions. (See page 20.)

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See page 68, Residence Credit Requirements.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. See page 55 for information regarding credit requirements for a second degree program.

## Requirements

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

An applicant having less than 30 semester hours of college credit at the time of application must also meet freshman admissions requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having 30 or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. Information about the health record is found on page 15.

#### Credentials for Adult Students

A woman 23 years of age or older, who wishes to enter a degree program, may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a prearranged program as a re-entry student. When a specified program is taken, the student is not required to file scores on the Scholastic Aptitude Test. Her performance in the courses attempted at Meredith becomes the

primary criterion for gaining admission as a degree candidate. In either case, students who have been out of the academic environment for some time are referred to the Office of Continuing Education, which provides appropriate advising and enrollment assistance. (See pages 22 and 61.)

Procedure

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable \$25 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

Applicants for fall or spring are responsible for having an official transcript sent to Meredith from each college or university attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. The student must provide the names and addresses of her previous dean of students (or similar official), a college professor, and a third person of her choice. The admissions staff sends the student a reference form to forward to the dean of students, and sends forms for the other references to use in providing recommendations.

Fall transfer application evaluation begins in late February if all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out as quickly as possible after the evaluation process begins. An accepted student for fall must pay a \$100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by late October if all required credentials are on file. Decisions continue on a rolling system of admission after the evaluation process begins. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later.

## Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described on pages 18-19. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a

Transfer Admission
International Students

report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted. See page 70 for a description of the evaluation of credits from technical, business, Bible, and nursing schools. Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

## Evaluation of Credit

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 69, 70, and 71 for information about credit regulations. Special attention is called to the maximum credit accepted from a two-year college (66 semester hours) and from a nursing school (35 semester hours). Attention is also called to the statement about the minimum number of semester hours, including courses in her major fields, that a student must take at Meredith.

#### INTERNATIONAL STUDENTS

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language, which is administered by the College Entrance Examination Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. For her own benefit, the student should be certain that she has adequate health and accident insurance before traveling to the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited.

International Students
Re-Admission of Former Students

Each year there are a few scholarships ranging up to \$2,000, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Further information and application materials are available from the Office of Admissions.

## RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. A special application, obtainable from the Office of Admissions, and a \$15 nonrefundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for readmission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. (See page 74 for a description of the academic retention policy.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for readmission.

A student who is approved for readmission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to reenrolling at Meredith, the registrar will consult with the appropriate departmental head.

A former Meredith student who is 23 years of age or older, and who has been out of the academic environment for some time, may be referred to the Re-Entry Program of the Office of Continuing Education for

#### 22 / ADMISSION

Part-time Students
Special Admissions Program

appropriate advising and re-enrollment assistance.

#### PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

#### SPECIAL ADMISSION PROGRAMS

### Special Students

Special students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

- 1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
- A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
- 3. A college graduate wishing to pursue a teacher certification program files an

- application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the certification program. (See II. B. on page 92.)
- A student who is 23 years of age or older and is interested in completing a Meredith College degree may enroll as a re-entry degree candidate without fulfilling regular Meredith admission requirements. This student enters through the Office of Continuing Education where a program of a maximum of 15 semester hours credit is planned for her. Her performance on this prearranged program then becomes the primary criterion for subsequent admission as a degree candidate. To complete the admissions process, a reentry student must make at least a 2.0 average in the courses attempted at Meredith. Following her admission, the credits earned as a re-entry student will be applicable to the degree requirements.
- 5. A student who is 23 years of age or older and not interested in completing a Meredith College degree may register for courses for credit as a special student. This student registers in the Office of the Registrar on the opening day of the term.

6. A student applying for admission to the Bachelor of Science in Nursing Transfer Curriculum enrolls as a re-entry student through the Office of Continuing Education (see 4). She must be a registered nurse holding an associate degree or a diploma in nursing. Evidence of current North Carolina licensure is required.

### Senior Scholars Program

High School senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

### CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

### ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in

August. (See page 41 for a description of the program and page 170 for the date new students are expected to arrive.) All freshmen and transfer students are expected to take part in the orientation program. Information about this program and the opening of residence halls is sent in late July to all new students by the Office of Dean of Students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of the residence halls is sent to the student after she is accepted for admission.

#### SUMMER SESSION

During the summer, the College operates three three-week terms. (See page 170 for dates.) Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar.



## **Finances**

Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable

The College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall (see page 166 for a description of the residence halls), the cost of three full meals a day for seven days a week in the dining hall, and routine services from the infirmary. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

Each dormitory room is equipped with a telephone. There is no installation charge and no additional charge for local telephone service. Long distance service is billed monthly.

#### TUITION AND FEES

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Special students are non-resident students taking

credit courses but not pursuing a degree; their tuition charges are determined by their course loads.

#### Full-Time Students

(12-18 credit hours and all resident students)

	S	emester	•	Year
Resident Students				
Tuition	\$	2,325	\$	4,650
Room, board, and				
infirmary		1,165		2,330
	\$	3,490	\$	6,980
Commuting Students				
Tuition	\$	2.325	\$	4.650

#### Part-Time Students

(1-11 credit hours)		
Tuition (for credit or audit)	) \$145 per credit hou	11

### Additional Course Fees

Credit in excess of 18 hours . . . . . \$145 per credit hour Applied Music

Full-time students	
1 half-hour lesson weekly	\$ 70
2 half-hour lessons weekly	\$ 140
Class lessons in piano	\$ 60
Class lessons in guitar	\$ 60
Part time students (for gradit)	

1	art-time students (for credit)			
	Tuition of \$145 per credit hour plus the			
	following fees:			
	1 half-hour lesson weekly	\$	70	
	2 half-hour lessons weekly	\$	140	
	Class lessons in piano	\$	60	
	Class lessons in quitar	¢.	60	

Part-time students (no credit)	¢ 105
1 half-hour lesson weekly	
Theory-musicianship classes	<b>\$370</b>
Students taking private applied	
lessons at Meredith no char	ge
Students not taking private applied	
lessons at Meredith	\$ 30
Class lessons in piano 1 hour per week	\$ 115
Class lessons in guitar 1 hour per week	\$ 115
Suzuki violin classes - 45 minute lesson weekly (group)	\$ 130
weekly (group)weekly (private)- 1 half-hour lesson	\$ 190
Pace piano classes - two 45 minute classes	4170
per week	\$ 260
Art	
Studio fees vary up to \$100 per course to	
cover expendable materials.	
Education	
EDU 439 – Student Teaching	\$ 150
Equitation	
Full-time students	
2 lessons weekly	\$ 170
Part-time students	£ 150
1 lesson weekly	
·	J 200
Home Economics	
HEC 455 - Home Management	
Non-Residents	
Married Students	\$ 25
Photography	
All black and white courses	\$ 60
Physical Education	
Golf, bowling, racquetball, and snow skiing fees are set at the beginning of each	

semester.

#### **Auditing Courses**

Full-time students	no charge
Part-time students	\$145 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, art supplies, gym clothes, and other instructional expenses are not included in the above charges.

## Resident Damage Deposit

A Resident Damage Deposit of \$50 shall be paid by each resident student upon enrollment at Meredith College. The \$50 deposit, minus any charges, will be returned to the student upon graduation or withdrawal from the college.

If at any time the charges against the deposit exceed \$30, the student will be assessed whatever amount necessary to return the deposit to the original \$50.

Deposit funds are held in an escrow account and earned interest is credited to the Meredith College Parents' Association.

## Special Fees

Application fee for new students	\$	25
Application fee for students seeking		
re-admission	\$	15
Record evaluation	\$	5
Graduation fee	\$	50
(partially covers direct cost of graduation)		
Transcripts	Ю е	ach
Breakage fee		
Students will be billed for unjustifiable		
damage to college property.		

#### 

	Res	sident Con	nmu	ting
Advance Payment	\$	100	\$	
At the beginning of the first semester		1,645		1,162.50
In the middle of the first semester*		1,745		1,162.50
At the beginning of the second semester		1,745		1,162.50
In the middle of the second semester*		1,745		1,162.50
	\$	6,980.00	<del></del>	4,650.00

#### TERMS OF PAYMENT

Advance payment for all entering

## Payment Schedule

students
Students who are accepted on the Early Decision
Plan must make payment on or before December
15. Other new students are required to make this
advance payment on or before May 1. For the
student accepted after April 21, the deposit must
be made within 10 days after acceptance. This
payment is not refundable and does not include
the non-refundable \$15 fee which must
accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning students . . . . . . \$100
All returning resident students must make this deposit before February 15. The fee will be credited to the returning student's account. For resident students who withdraw after the payment of the deposit, \$85 will be refunded if the request is received by May 1.

\*Charges for additional fees are added to the midsemester payments.



Terms of Payment

#### Tuition Remission for North Carolina Residents

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1987-88 was \$1,050,

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar. The grant will be credited to her mid-semester bill for each semester in which she qualifies.

## Deferred Payment Plan

For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment program is available through Academic Management Services, Inc. 50 Vision Boulevard, East Providence, Rhode Island 02914

## Refund Policy

If a student withdraws or is dismissed from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Refunds due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the Registrar.

The same refund policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop courses.

Board will be refunded on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No refund will be made for room charges.

If a student is receiving financial assistance, the accounting office first determines the total amount of refund that is in order according to the formula stated above and then prorates the amounts to be repaid to the various aid funds and, if applicable, to her or her parents. Refunds will be made to the following funds and sources in the sequence listed: (1) Perkins, (2) SEOG, (3) GSL, (4) Pell, (5) NCSIG, (6)

Terms of Payment Financial Assistance

NCLTG, (7) Meredith, (8) NC Contractual and (9) Student/Family. Meredith follows Federal and State regulations in determining the percentage and amount refunded to each of the funds. Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

## Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

### FINANCIAL ASSISTANCE

Meredith offers a student assistance program which seeks to help meet the financial need of each student. All students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshmen and transfer applicants, on-campus and commuting students. Although the student or her

family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, or handicap. A foreign applicant should consult page 21 for assistance available to students from other countries.

## Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith financial assistance application and a Financial Aid Form (FAF) to the College Scholarship Service (CSS).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated \$1200 for books and supplies and miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-

Financial Assistance

campus student for 1988-89 is \$8,150. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$2,750 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1988-89 is \$7,400. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by conferring with the financial aid officer.

#### Application procedures

All students who wish to apply for any kind of financial assistance should proceed as follows before February 15:

- Return a Meredith financial assistance application to the financial assistance office. This form is available from the Office of Admissions or, for the enrolled students, from the Office of Scholarships and Financial Assistance.
- Complete the Financial Aid Form (FAF) and send it to the Princeton, New Jersey address as shown on the form. Designate Meredith (code number 5410) as an institution to receive the

data. The FAF may be obtained from the high school counselor or from the college financial aid officer where the student is enrolled.

A freshman candidate who is applying for admission under the Early Decision Plan and who wishes an early decision on financial assistance should file her aid application before October 15 of her senior year. She will file a Meredith College aid application and and "Early Version" Financial Aid Form, both of which are obtainable from the Meredith Admissions Office. If these forms are received on time, she will be informed about her assistance by December 1. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that a student who received need-based financial assistance will be required to file a "regular" FAF by February 15.

An applicant for admissions should be aware that although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial assistance.

Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available at all college financial aid offices. It is the

responsibility of the student to see that the form(s) is/are completed.

An application for financial assistance must be filed each year if the student wishes to receive financial assistance; between January 2 and February 15, for priority consideration. Applications filed after the priority date will be considered as funds allow.

#### The Award

The financial assistance office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

#### Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of assistance awards by December 1. Returning students can expect notification concerning awards by mid-April.

#### Payment of Award

Scholarships awarded by Meredith are credited automatically to the student's college account. For federal grants and loans, receipts are issued to the student and held in the accounting office for the student's endorsement and crediting toward her account.

The accounting office issues monthly checks during the school year to students having campus jobs.

#### Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues to help her if her need persists and she is making satisfactory progress as specified in a statement available in the Office of Scholarships and Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

#### Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-

Financial Assistance

time student is responsible for advising the financial assistance office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her assistance application. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the financial assistance office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith. In order to be eligible for most federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

# Types of Assistance Competitive Scholarships

Meredith College Academic Scholarships

These awards, first offered in 1984-85, are made available by gifts to endow scholarships to recognize students having superior academic ability, achievement and promise. Outstanding freshman candidates are selected to receive the awards, which were valued at \$2,000 per year in 1988-89. The scholarships are renewable for a total of four years, provided the recipient maintains satisfactory academic progress in a full-time program of study at Meredith College. At least five scholarship awards are available each year for entering freshmen having superior credentials. These awards will, in some instances, carry the name of a particular endowment fund.

Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from \$500 to \$1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

A.J. Fletcher Scholarship A.J. Fletcher Art Scholarships Robert H. Lewis Scholarship Music Talent Scholarship

Each year three A.J. Fletcher Scholarships,one Robert H. Lewis Scholarship and three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarships are for \$1,250 per year. The Robert H. Lewis Scholarship is for \$1,000 per year. The Music Scholarship varies from \$500 to \$1,500 per year according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical ability, previous performance, and potential achievement in the field of music. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music and the Performing Arts; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

An A.J. Fletcher Scholarship, a Robert H. Lewis Scholarship, or a Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

# Meredith College Scholarship For Achievement in Writing

Meredith College makes available each year a scholarship for an entering freshman who participates in the state writing contest sponsored by the North Carolina Department of Public Instruction. The winner will be selected from the finalists in the North Carolina Writing Awards Program who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, we will give primary consideration to the ranking the student achieved in the statewide writing competition. Other factors that will be considered include standardized test scores related to verbal abilities; high school credentials, especially courses and grades in verbal-oriented subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Scholarship for Achievement in Writing is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall "B" average (3.000 G.P.A.) on work attempted in a full-time program of study.

# Meredith College Scholarship for Achievement in Mathematics

Meredith College makes available each year a scholarship for an entering freshman who is named one of the twenty finalists in the State High School Mathematics Contest, sponsored by the North Carolina Council of Teachers of Mathematics and the State Department of Public Instruction. The winner will be selected from the finalists in the State Mathematics Contest who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, primary consideration is given to the ranking the student achieved in the statewide mathematics competition. Other factors that will be considered include standardized test scores related to mathematical and quantitative abilities; high school credentials, especially courses and grades in mathematically related subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Mathematics Award is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall "B" average (3.000 G.P.A.) on work attempted at Meredith in a full-time program of study.

#### North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. In addition to the \$5,000 per year scholarship/loan provided by the State, recipients who enroll at Meredith will receive grants coordinated by the College to assure that tuition, room and board expenses are covered. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

To apply for a Teaching Fellows Award -a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she recieved the award - a North Carolina student must:

- 1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.
- 2. Provide all information requested in the application instructions and participate in any required interviews. At both the local-

- community and regional levels, interviews with a screening committee will be part of the selection process.
- 3. If applying for need-based financial assistance at Meredith, file a Meredith College Financial Aid Form (FAF) with the College Scholarship Service by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College. Teaching Fellows awards are renewable for each year provided the student meets all Teaching Fellows Program requirements. This includes maintaining a specified grade point average (2.0 for the freshman year and 2.5 for the subsequent years), pursuing a program leading to teacher certification, and participating in required curricular and co-curricular activities.

# General Scholarships

Meredith provides a number of general scholarships for entering and continuing students with financial need.

# North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending Financial Assistance

private colleges and universities in the State. For a student to be eligible for such an award, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

#### Acteen Studiac Scholarships

This scholarship program is available to North Carolina students who have advanced in the achievement plan of the Acteen missionary organization of Southern Baptist Churches. The scholarship is for \$200 to \$400 per year depending upon the Acteens achievement level the student has obtained.

Studiact Level of Achievement F Oueen or Service	Per Year Value	Four-Year Total Value	е
Aide*	\$200	\$ 800	
Queen with a	4200	4 000	
Scepter	\$250	\$1,000	
Queen Regent	\$300	\$1,200	
Queen Regent in			
Service	\$350	\$1,400	
Service Aide**	\$400	\$1,600	
Scepter Queen Regent Queen Regent in	\$250 \$300 \$350	\$1,000 \$1,200 \$1,400	

<sup>\*</sup>Service Aide independent of other levels of achievement

Applications are available from Director of Acteens, North Carolina Baptist Convention, P.O. 26508, Raleigh, N.C. 27611-1107.

#### Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of \$100 on her expense for the year.

#### Endowed Scholarships and Loans

Friends of Meredith have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. The loan funds are used as needed for meeting financial need. Scholarships and loans are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship or loan.

Earnings from the following funds are available for loan purposes:

The Elizabeth Avery Colton Loan Fund
The Louis M. Curtis Loan Fund
The Dr. and Mrs. O.S. Goodwin Loan Fund
The Mabel L. Haynes Loan Fund
The Betty Hewlett Hurst Loan Fund
The John W.M. Hicks Loan Fund
The Mr. and Mrs. John Billingsley Ingram Loan Fund
The Henrietta S. Jarman Loan Fund
The Edna Tyner Langston Loan Fund
The Masonic Loan Fund
The Helen Josephine Neal Loan Fund
The Old Student Loan Funds

The Olive Chapel Loan Fund

<sup>\*\*</sup>Service Aide in addition to the other four levels of achievement

The William H. Reddish Loan Fund The Ada Middleton Stanback Loan Fund The W.A. Thomas Student Loan The William C. Vick Loan Fund

The following scholarships are also available:

Iames Larkin and Iona Mae Ballou Trust Dr.J.T.J. Battle Scholarship

Mary Perry Beddingfield Scholarship

Fred C. and Irene Bonhardt Scholarship

Annie and John Bostic Scholarship Charles Brewer Scholarship

Love Belle Brewer Scholarship

Margaret Highsmith Brown Scholarship

James E. and Mary Z. Bryan Scholarship

Maude Bunn Scholarship Ruth Deaton Burnett Scholarship

Ernest F. Canaday Scholarship

E.N. Carr Scholarship

Z.M. Caveness Scholarship

Clancey Memorial Scholarship Class of 1952 Scholarship

Edwin S. and Goldie Coates Scholarship

Inabelle Coleman Scholarship

Iames Collier Scholarship

Elizabeth Avery Colton Scholarship

Beulah Rimmer Craig Scholarship Craig-Davis Honors Scholarship

Hesta Kitchin Crawford Scholarship K.G. Davenport Dapore Scholarship

Essie Dale Hunter Dickson Scholarship

Elizabeth James Dotterer Scholarship Jessie Ball Dupont Scholarship

Durham Corporation Education Endowment Fund

Lucille Lawrence Ellis Scholarship

Myrtle Hart Farmer Scholarship

Hester P. Farrior Scholarship

Lucy Teague Fassett Scholarship

Lillie Grandy Scholarship

Addie Iones Hall Scholarship Fuller B. Hamrick Scholarship

Iulia Hamlet Harris Scholarship

Shearon Harris Graduate Scholarship Mattie Jenkins Henderson Scholarship

Ruth Hilliard Hensley Scholarship

Paula Green Hester Scholarship

Ella Greenwood Holcomb Scholarship

Sally Wills Holland Memorial Fund

Ruth Tucker Holleman Scholarship

M.A. Horner Scholarship

Mabel Andrews House Scholarship

Nannie Willis Hunter

Hattie McCauley and Arthur James Scholarship

Frances P. Jennings Scholarship

Mary Lynch Johnson Scholarship

Moses S. Jones Scholarship

William W. Lawrence Scholarship

Ida Belle Ledbetter Scholarship

Robert H. Lewis Scholarship

Mangum Scholarship

Mr. and Mrs. W.H. Matthews Scholarship

Quentin Oliver McAllister Scholarship

Mona Blevins McGilvray Scholarship

Wilma L. McCurdy Scholarship

Ralph McLain Memorial Fund

Margaret Mason McManus Scholarship

Leroy Martin Scholarship

Charles E. Merrill Scholarship

Emma Bronson Miller Scholarship

Charles S. Mitchell Scholarship

First Baptist Church New Bern Scholarship

Nancy Newlin Memorial Fund

Mary Crawford Norwood Scholarship

Lois Griswold Outland Scholarship

Margaret Faucette Parker Music Scholarship

Elizabeth Fleischman Patrick Scholarship

Perry-Harris Scholarship

Carolyn Peacock Poole Scholarship Ida Poteat Scholarship Theodore Presser Scholarship Thomas B. Pruitt Scholarship Carlton Sylvester Prickett Scholarship Z. Smith Reynolds Scholarship Virginia Lancaster Robertson Scholarship Royster-Parker Scholarship Ellen Amanda Rumley Scholarship Dorothy Hunt Sides Scholarship Ruth F. Singleton Scholarship Oliver Larkin Stringfield Scholastic Fund Jane Watkins Sullivan Scholarship Wescott-Daniels Scholarship Martha McKeel Whitehurst Scholarship Ruth C. Wilson Scholarship Lucile Ward Yarbrough Scholarship

#### Campus Employment

A variety of on-campus jobs provide a financial assistance resource in the form of campus employment. For the assistance recipient, the estimated earnings are included in her assistance award. Compensation, at minimum wage, is paid monthly directly to the student. Freshman are generally not allowed to work on campus.

# Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled for at least six semester credit hours, and must be making satisfactory progress toward graduation.

#### PELL Grant

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. All assistance applicants must apply for a PELL Grant.

No separate application is required as the Financial Aid Form (FAF) to the College

Scholarship Service serves as the application when it is properly completed. Following an analysis of the FAF a Student Aid Report (SAR) is sent to the student. The student is required to send the SAR to the Meredith Scholarships and Financial Assistance Office regardless of her eligibility.

# Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with analyzed financial need.

#### Perkins Loan(formerly NDSL)

This program, funded by the federal government and administered by Meredith, makes available low-interest loans to students with financial need. A student is obligated to repay the loan with interest within a 10-year period. Repayment begins six months after graduation, at termination of study, or at reduction to less than half-time study.

# College Work-Study Program

Many of the students assigned to campus employment are participating in the federally-sponsored College Work-Study Program.

#### Guaranteed Student Loan

Under this program, a student may be eligible to borrow as much as \$2,625 for each of her first two years of college and up to \$4,000 for the third and fourth years. The federal government will pay interest on the loan while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time. If the student is a legal North Carolina resident, she may obtain an application by writing College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. If the student lives

out of state, she should inquire about the source of applications from the Department of Education of her state of legal residence.

#### Supplemental Loans for Students

Self-supporting students (by definition of federal law), graduate students, or a dependent student under special circumstances may apply for the SLS. Under this program there are no income restrictions, but the borrower must demonstrate ability to make the required monthly payments. The maximum yearly amount of the SLS is \$4,000. Applications and details are available from College Foundation, Inc.

#### North Carolina PLUS Loans

The North Carolina PLUS (N.C. PLUS) Program is part of the nationwide PLUS Loan Program established by Congress in 1980.

Parents of dependent students may borrow under N.C. PLUS. Under this program there are no income restrictions, but the borrower must demonstrate ability to make the required monthly payments.

Parent(s) of a dependent student may borrow up to \$4,000 per year. Applications and details are available from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, N.C. 27605.

# North Carolina Legislative Tuition Grants

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1987-88 was \$1,050.

#### North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. To apply, the student must list N.C. Student Incentive Grant (code number 0742) on her Financial Aid Form (FAF). College Foundation will send the eligible student a supplementary form to complete.

#### North Carolina Prospective Teachers Scholarship Loan Fund

A limited number of awards are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

Detailed information concerning this scholarship-loan program may be obtained from the high school guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina 27611.

#### Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina 27611.

# Veterans' Benefits

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.



# Student Life

The quality of student life at Meredith is important to its student community. There is a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of total education, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity—and the responsibility—students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues and student self-governance. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division of Student Development. Student support services

include admissions, financial aid, dean of students, residence halls, residence directors, campus ministry, developmental counseling, student activities, guidance and counseling, career services, health services, and community resources.

#### STUDENT ORIENTATION

An in-depth and diversified program of orientation for new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resources.

The Student Handbook is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

Cultural and Social Activities

# CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Dr. Alex Haley, author of Roots; Don Angle, designer, maker and harpsichordist; Jules Whitcover, syndicated columnist; Virginia Knauer, chairperson of the President's Committee on Consumer Affairs; Former President Jimmy Carter; and Guy Doud, National Teacher of the Year.

Touring drama, music and dance companies such as The Academy Theatre, Yale's Society of Orpheus & Bacchus, and the Edith Stephen Dance Company also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area. Also Meredith College has a strong focus on dance instruction and performance with recitals each year such as the Bill Evans Dance Solo Performance and other Meredith and guest performance musicians.

Meredith students also perform in the Raleigh area and on tours. Three groups directed by the music faculty—the Meredith Chorus, the Meredith Chorale, and the Meredith Ensemble—appear in concert regularly throughout the college year. The Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on-stage. Recent offerings in the series have included To Kill A Mockingbird, A Christmas Concert, Godspell, A Concerto Concert, and Meredith Dance Theatre.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center, or in the Rotunda Gallery of Johnson Hall.

Several on-campus social activities for students are coordinated through the efforts of the Meredith Entertainment Association, which works to bring a variety of entertainment to the Meredith campus. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in

Student Honors
Student Responsibility

Raleigh but in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

#### STUDENT HONORS

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year; full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on pages 73 and 74.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, and Kappa Omicron Phi for home economics, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, Sigma Delta Pi for Spanish, and Pi Delta Phi for French.

Students who excel are recognized for academic acheivement and other accomplishments by various departments and clubs on Awards Day each spring.

#### STUDENT RESPONSIBILITY

The faith that Meredith places in her students as responsible, contributing members of the College community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

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Student Responsibility
Student Government Association

# Honor System

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

# STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government

Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups—the elections, residence hall, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

# Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee, confers with the SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the Student Handbook. A condensation of the material in this publication is sent to all entering students in the summer prior to matriculation in August.

# Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct attention and study to the concerns and the well-being of the students; to give consideration to spiritual, recreational, and health needs of the students; to study and review student organizations; and to review periodically all student regulations.

#### STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, three college publications are edited by students. The Herald, the student newspaper, is published weekly for the purpose of communicating information and voicing student opinion. The Acorn, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is entitled Oak Leaves.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. Some of the more active clubs and organizations on campus include Barber Science Club, Association for Black Awareness, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, Meredith International Association, La Tertulia Spanish Club, Tomorrow's Business Women. Tyner Chapter of the Student National Education Association, Young Democrats Club, College Republicans Club,

Cooperative Education Club, and American Society for Personnel Administration (ASPA).

#### Societies

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

#### **RELIGIOUS LIFE**

As a reflection of Meredith's Christian heritage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of the students' lives. One such service is provision of the Seby and Christina Jones Chapel as a place for weekly campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the campus minister. The campus minister is available to the college

Religious Life Intercollegiate Sports

community for conversation or counseling pertaining to religious questions, religious vocations, or personal problems.

The Wednesday worship services are an integral part of campus life which contribute to the spirit of the community, as well as campus spiritual life. The period from 10:00 to 11:00 A.M. on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are Religious Emphasis Week and the Staley Distinguished Christian Scholar Lecture Series. Both of these events seek to bring outside resource people to the campus to address pertinent matters of faith and to dialogue with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the campus minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

#### RECREATION

At Meredith there is a variety of recreational activities available for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extra-curricular sports activities, with court space for games

such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. A fully-equipped weight room is available for athletic training and general conditioning for the Meredith student. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a softball diamond, and riding facilities. Nearby golf courses and ranges are often used by the students. Equitation is a popular feature of the physical education program with instruction available on levels ranging from beginner to advanced. Students who wish to board horses may inquire through the business office. The Meredith Recreation Association coordinates organized intramural activites, along with other special recreational events.

# **INTERCOLLEGIATE SPORTS**

Intercollegiate sports are an important part of Meredith student life. Students have an opportunity to compete in five intercollegiate sports: golf, tennis, basketball, volleyball, and softball. Meredith is an active member of the National Collegiate Athletic Association (NCAA), Division III, which is a non-scholarship division. Competition is not limited to other Division III schools, nor is it limited to NCAA affiliated schools.

#### RESIDENCE

Meredith students under the age of 23 may choose to live on campus or to reside with their parents, husband, or (with special permission) a close relative. A limited number of senior and junior students and transfers accepted for those classes may, on occasion, be given special permission by the dean of students to reside off campus.

Campus housing is available only to full-time students (carrying a minimum of 12 credit hours) under the age of 23. Any full-time student residing on campus who reaches the age of 23 during an academic year may complete that year on campus, but will not be eligible for on-campus housing thereafter, unless she entered Meredith prior to the age of 21 and is completing a continuous four-year academic program.

Seven residence halls are available for oncampus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. The newer residence halls are air-conditioned and completely carpeted.

Freshmen are usually assigned to Carroll, Carroll Annex, Stringfield, and Vann residence halls, transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the dean of students by early summer. Preferences are honored whenever possible.

Housing assignments are usually mailed to the new students in the latter part of July.

Upperclass students serving as Resident Assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as Resident Assistants of the other residence halls. Two Resident Directors are employed to live in the freshman residence halls and are available to students at all times; four other Resident Directors are available to the upperclass students.

# Non-Resident Student Life

The non-resident student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The fireside lounge in the Cate Center is designated for non-resident student rest, study, and relaxation. It is the center of non-resident student activity and communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar in the Cate Center or the Belk Dining Hall.

#### **HEALTH CARE**

Health care is under the general direction of the director of health services. The Health Center is served on a regular basis by two local physicians with registered nurses on duty or on call 24 hours a day. The college physicians have designated office hours in the Health Center when students may see them. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to physicians off the campus or to family physicians. It is the purpose of the physicians and nurses to prevent illness by means of informing the students about good health practices.

#### **COUNSELING**

# Career Planning

The Office of Career Services, located in Cate Center, offers vocational counseling to students who are undecided about their courses of study or career plans and to those preparing for access to a career field. Information is available on employment, interviewing, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. Vocational interest tests may be taken if needed. A career planning seminar, open to all students, is offered during the fall and spring semesters. Senior workshops and on-campus recruiting by employers are available to seniors as they begin to implement their plans for graduate study or careers.

# Academic Advising

The College provides guidance to students in the planning of their individual academic programs. See pages 9 and 67 for further details.

# Personal Counseling

Professional counselors are available to talk confidentially with any student who has a personal concern of any kind—academic, vocational, or social-emotional. In addition to the counseling service provided on campus, the counselors also have information about available off-campus resources which may be pertinent to

students' needs. Students are encouraged to stop by the counseling offices any time during the day, or to call and arrange an appointment. The counseling offices are located on the second floor of Cate Center and in Jones Chapel.



# Personal Growth and Counseling Center

Located in the Cate Center, the Personal Growth and Counseling Center was established in August, 1983 to meet the growing needs of students for personal and group counseling opportunities. In a warm and relaxing atmosphere, students are encouraged to use the center's extensive collection of both reading materials and tapes. The counseling staff is available for personal counseling and testing at the request of the individual student.

Programs encompassing a wide range of topics dealing with personal growth and development are also offered through the center. The relaxation room invites students and staff throughout the day.

# Freshman Seminar

All freshman are required to attend Freshman Seminar during fall semester at 10 A.M. each Monday. Sessions are offered which will enhance the academic, social, and personal adjustment of the student to college life.



# Academics: Programs and Regulations

Meredith offers three undergraduate degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 14 departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. Area distribution requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

The College also offers graduate degrees in Business, Elementary Education, and Music—the Master of Business Administration, the Master of Education, and the Master of Music. These degrees are designed to provide professional competence in the workplace. Complete information is

contained in a graduate catalogue available in the Graduate Studies Office.

#### CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence.

#### **DEGREE PROGRAMS**

Requirements for All Degrees

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted; (2) all courses attempted at Meredith; and (3) all courses attempted at Meredith in her major subject(s).

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of all of the capacities for human

knowledge – sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 54.

#### Area distribution requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery

of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts, social and behavioral sciences, mathematics and the natural sciences, and health and physical education.

- I. Humanities and fine arts.....27-30 credit hours
  - A. English composition . . . . . . 3-6 credit hours Any student who makes a grade of "C" or better in English 111 meets the requirements for English composition. If a student makes a "D" in English 111 she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).
  - B. Foreign language ........... 6 credit hours (Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
  - C. Literature ..... 6 credit hours
    - 1. A 3-hour course in major British authors.
    - A 3-hour course in English, American, or world literature; or any literature course in a foreign language.
  - D. Religion ...... 6 credit hours
    - 1. A 6-hour introduction to the Old and New Testaments or
    - A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.

- II. Social and behavioral sciences . . . . . . 12 credit hours
  - A. History of Western
    - Civilization . . . . . . . . . . . . . 3 credit hours
  - - cultural geography, sociology and anthropology, politics, psychology. Additional choices may be from any of the social and behavioral sciences,
    - including history.
- III. Mathematics and natural sciences . . . . . . minimum of 13 credit hours

  - B. One course in mathematics . . . 3 credit hours
    C. Electives . . . . . . . . . . . 6 credit hours
- (To be taken from two of the following: biology, chemistry, physical geography, physics, or mathematics) IV. Health, physical education,

Note: Education methods courses may not be used to satisfy area distribution requirements.

# Major requirements

As soon as feasible, but no later than the end of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of certification. These must be indicated on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.



Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 77-149.

#### Bachelor of Arts

American civilization

mathematics art biology music chemistry political studies psychology dance religion economics social work English French sociology Spanish history international studies speech/theatre

#### Bachelor of Science

biology
business administration
chemistry
child development
clothing and fashion
merchandising
foods and nutrition
health science
home economics
interior design

mathematics/computer science medical technology

Bachelor of Music applied music music education

Teacher education is described on pages 91-100.

#### Contract Majors

mathematics

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contractual major.

#### Interdisciplinary Majors

Interdisciplinary majors other than those listed among the regular majors may be pursued by a student through one of the academic departments and with the permission of the Academic Council.

Departments will, in most cases, design these majors according tothe following guidelines: (1) 36 semester hours, (2) a unifying theme, (3) a core-discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines, (4) a three hour senior project, and (5) a minimum of 18 hours on the 300-400 level.



Degree Programs
The Honors Program

# Requirements for the Bachelor of Music Degree

Detailed requirements for the Bachelor of Music degree with a major in applied music, or music education are given on pages 133-134.

# Requirements for a Second Baccalaureate Degree

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

- 1. She must meet all the requirements for the second degree.
- 2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

#### Minors

A student may choose to complete a minor area of concentration but she is not required to do so. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

#### THE HONORS PROGRAM

The Honors Program offers the intellectually gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately twenty entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special

The Honors Program

honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest.

#### The Honors Curriculum

The four-year honors curriculum of twenty-eight credit hours represents one-fourth of the total number of hours required of all students for graduation at Meredith. It includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components.

# Prescribed Honors Courses . . . . . . . . 7 hours

To help participants learn to think rigorously and to communicate precisely, the following two courses are required.

# Honors Writing Course (3 hours)

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for the honors students. This course fulfills the English 111 requirement for graduation.

#### Honors Laboratory Science (4 hours)

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. The special honors course will be rotated among the various options - biology, chemistry, and physics.

# Honors Colloquia ......6 hours

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect — to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the decriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the

appropriateness of each upcoming colloquium for her general needs and interest.

# Honors In The Major Field . . . . . . . . 6 hours

To heighten the participant's understanding of the knowledge skills and tools of her major discipline, each honors student will complete at least six credit hours in honors work within her chosen

- field. She may meet this requirement through any combination of the following options:
  - department Contractual work for honors credit in regular courses offered by the
  - department Independent study in the major

Honors courses offered by the

 Additional honors colloquia beyond the minimum requirements, subject to the department's approval of their relation to the major field

# 

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as area distribution, major, or elective credit. Courses options include:

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses

- Regularly scheduled courses for which the student contracts for honors work and credit
- Independent study

# Honors Thesis

Or Equivalent Project ...... 3 hours

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) concerned and the Honors Committee. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

#### CAREER DIRECTION

A firm grounding in the arts, sciences, and humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, social work, accounting and communications which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see page 48).



Career Direction

# Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

# Medical Technology Program

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Science degree. The program at Duke is a CAHEA approved program, and graduates are eligible for national certification. Career opportunities in hospitals, laboratories, research, public health facilities, and educational institutions are widely available. For specific requirements see page 82.

# Nursing Transfer Curriculum

Meredith College provides a special opportunity for RNs, currently licensed in North Carolina, to obtain the general education and science prerequisites for subsequent admission to BSN completion

programs elsewhere. Such students, who would hold an associate degree or diploma in nursing, enter Meredith through the reentry option provided by the Office of Continuing Education (see pages 22 and 61). The transfer process is facilitated by advising which focuses on personal and career goals, and by consultation with three nearby BSN-granting institutions to select appropriate courses. For more information, see page 82.

# Physician Assistant Program

Meredith's physician assistant program involves three years at Meredith and completion of the first of two years in the CAHEA-approved program of Bowman Gray School of Medicine. Completion of: (1) Meredith's program will result in the awarding of a Bachelor of Science degree with a major in health science, and (2) the second year at Bowman Gray and certification examination will result in certification as a physician assistant. Career opportunities as a health professional, under the supervision of a licensed physician, include: primary care practice, surgical specialties, emergency services, occupational health, geriatrics and nursing homes, etc. Physician assistants have been able to provide high-quality, cost-effective medical care. For specific requirements, see page 82.

Career Direction

# Professional Communications

Coordinated by the Department of English, the Concentration in Professional Communications is an eighteen-hour concentration open to all students. Courses in graphic design, expository and technical writing, and speech may be combined with electives in photography, creative writing, journalism, and marketing. With faculty supervision, each student enrolled in the concentration will have the opportunity to hold an internship, frequently one designed for her interests and career goals. Concentration requirements are on page 114.

# Social Work Major

Meredith's baccalaureate major in social work is fully accredited by the Council on Social Work Education. The primary objective of the undergraduate social work major is to prepare students for beginning professional social work practice. Since at the undergraduate level this can best be done within the framework of a broad liberal arts curriculum, the social work major is integrated with the area distribution requirements for graduation from Meredith.

A student who wishes to enroll in the undergraduate social work major should take Social Work 240 Social Work as a Profession, in the sophomore year. If she is advised to continue in the major by the instructor, she will then declare a major and be assigned to an adviser who will work with her in planning a course of study which is consonant with the major requirements and her own career goals. Upon graduation, she will be awarded the Bachelor of Arts degree with a major in social work.

For specific requirements, see page 147.

#### School Social Services Worker

Students who major in social work may also qualify for certification by the North Carolina State Department of Public Instruction as a school social services worker. In addition to a specified minimum QPA and specified minimum scores on the National Teachers Exam, students must complete the following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 205 Psychology of the Exceptional Individual, and SWK 405 Social Work in Public Schools. All of the social work field experience must be completed in a public school setting. See the Department of Sociology & Social Work or the Department of Education for information on procedures for meeting requirements.

#### Teacher Education

Meredith offers state-approved competency-based teacher education programs leading to initial North Carolina eaching certification in early childhood education (grades K-4); intermediate education (grades 4-6); middle grades education (grades 6-9); secondary education (grades 9-12): English, French, mathematics, piology, chemistry, social studies, and Spanish; special subject area education (grades K-12); art, music, and reading; and occupational education: business and office education and home economics education (grades 7-12). Although all the teacher education programs are designed to prepare students for certification and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher certification in most other states under the provisions of Interstate Reciprocity Contracts established petween North Carolina and most other states.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching certificates in early childhood education or in intermediate education. Complete information about the programs can be obtained from the Education Department or from the Registrar's Office.

#### **CONVOCATION**

Convocations for the entire Meredith community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural conversations. All students are expected to attend.

#### CONTINUING EDUCATION

The Office of Continuing Education at Meredith provides access to programs designed to meet community-wide learning needs. A special focus is women, age 23 or older, who wish to begin or resume college work leading to the undergraduate degree. Opportunities for study, both credit and non-credit, are as follows:

# Re-entry/Academic Credit Programs

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 13) or through special admission as a re-entry student (see pages 16, 18, and 22). Because the re-entry option involves preadmission advising and an individually-tailored preliminary program, even those eligible for regular admission generally follow this special procedure. All students

Continuing Education

interested in pursuing the Nursing Transfer Curriculum enter as re-entry students.

When the requirements of a preliminary program have been fulfilled, re-entry students complete the admissions process and are assigned a faculty adviser. The Office of Continuing Education continues to enhance their educational experience through a variety of support services and special activities.

# Enrichment Programs

Courses in the enrichment curriculum carry Continuing Education Units (CEU's). One CEU is equivalent to 10 contact hours. CEU's are not academic credit and cannot be applied to degree work but many may be used for teacher certification renewal credit. CEU's are also recognized by other agencies, institutions, and businesses for certification and advancement purposes. Most enrichment courses are offered in the evenings and are open to Meredith College students on the same basis as to the community at large. Topics include the arts and humanities, financial planning, computer and other special interests, and personal and career development opportunities for women responding to change in their lives. Listings and descriptions are available in a special publication from the Office of Continuing Education each semester.

# Certificate Programs Legal Assistants Program

Legal Assistants, or paralegals, are persons with knowledge of the law and legal procedures who aid attorneys in their work. As skilled professionals, legal assistants are capable of performing many responsible and varied tasks delegated to them by an attorney.

Meredith offers a three-month postbaccalaureate summer program for those interested in new careers as legal assistants or for those whose current careers would benefit from some legal training. No specific undergraduate major is required. All students complete a core curriculum which provides instruction in legal concepts, terminology, and procedures; leagal research and writing; the professional responsibilities of lawyers and legal assistants; and law office management. In addition, each student selects a specialty area of the law in which to concentrate. Specialty areas currently offered include civil litigation, real estate, and estates, wills and trusts. Field trips help to define the roles and skills required of legal assistants in diverse settings, and research projects develop analytic and writing capabilities. Certificates are awarded to students who complete the program with a grade of B or higher in each course.

Employment possibilities for legal assistants are varied. While most paralegals work for private law firms, opportunities

also exist with banks, corporations, and government agencies. Job responsibilities differ depending upon the kind of business or firm and its size and specialization. Training as a legal assistant provides instruction in basic legal principles and skills which can be transferred to many occupational settings.

The Legal Assistants Program at Meredith College was established in 1980 and is approved by the American Bar Association. Two of the core curriculum courses, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics (see page 125).

# Cultural Resources Management

Meredith offers an individualized, post-baccalaureate, part-time program for women interested in the field of arts management. Training is provided for administrative work with museums, arts councils, galleries, concert series, theatre and dance companies, and school system cultural activities. The program builds on basic courses in the arts and humanities, adding a variety of management skills useful in nonprofit organizations. Internships develop contacts and appropriate applications. Upon successful completion of the program, Meredith awards certification.

#### INDIVIDUALIZED OPTIONS

# Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 77.)

# Cooperative Education

Cooperative education is a plan whereby a student alternates periods of study at Meredith with periods of employment related to her career goals. Employment with cooperating companies and agencies is arranged and approved by the Office of Career Services and Cooperative Education. Participating students are supervised by designated faculty members. Participants receive one to four hours of academic credit for each work experience.

Individualized Options

# Cooperating Raleigh Colleges

Meredith, Peace, St. Augustine's, and St. Mary's Colleges, North Carolina State University, and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are utilized for general enrichment, to strengthen particular majors, to enhance career training, and in certain situations to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser, and the head of the appropriate department. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

# ROTC Opportunities through Cooperating Raleigh Colleges

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

#### Meredith Abroad

Students at Meredith have available to them several options for study in foreign countries. Foremost among these options is the college-wide Meredith Abroad Program. Each summer the College offers a course of study in selected foreign countries (currently Great Britain and Switzerland) whereby a student may earn 12 semester hours of credit at the same cost as a semester on campus. Regular members of the College faculty form the core of the teaching staff with regular utilization of foreign teachers. Other options are available as follows: full or partial year study at The University of Hull in England, departmentally sponsored programs, individual participation in programs at other institutions, and individual travel as described in the special studies options on page 77.

Those students who wish to enroll in the full semester program that is conducted by Meredith should consult the coordinator of international studies. Other programs are arranged within departments. All programs are publicized on campus.

# Art Semester in Paris

Art students above the freshman level may apply for study in a traditional master-apprentice setting in Paris, France. Ten students are selected for this annual fall program.

# Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

# American University

Through an arrangement with American University in Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

Individualized Options Summer Study

# Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice President and Dean of the College.

# Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

# Visitation Credit

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student and will not have to apply for readmission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

#### SUMMER STUDY

Meredith conducts a summer session consisting of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures written approval of her adviser, the appropriate department head, and the registrar for specific courses. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

# ACADEMIC PLANNING AND ADVISING

### Academic Advisers

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program. Special advisers are appointed to assist in preprofessional planning.

## Course Load

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

## The Freshman and Sophomore Years

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her

course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices. keeping in mind both the area distribution requirements (pages 52 and 53) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area: one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without the permission from the head of the department concerned. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department concerned and make proper arrangements.

## The Iunior and Senior Years

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at pre-

Academic Planning and Advising

registration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the dean of the college.

### Graduation

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program. No exceptions are made.

## Graduate Record Examination

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Services or at other established testing centers. Detailed information is available from academic advisers or in the Office of Career Services.

## Changes in Class Schedule

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. (See pages 70-71, Grading System). All drops must be made no later than one calendar week before the last day of classes. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially she will be treated as if she were still in the course and her grade recorded accordingly.

## Repetition of Courses

A student may repeat a course in order to improve the grade. The student should register for the course the next time it is offered. If repeated at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

Academic Planning and Advising Credit Regulations

## Class Attendance

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

## **CREDIT REGULATIONS**

## Advanced Placement Credit

Advanced placement and credit are available in several departments. Entering students see page 17. Students in residence should apply directly to the department concerned or to the registrar.

## Auditing Courses

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular

student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

## Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith Education 439, Observation and Directed

Credit Regulations

Teaching, and, if required for her program, the following methods courses: Ed. 455, 456, 457, 458, Art 734, Music 720, 721, 722, and any methods courses numbered 764.

A transfer student from a regionallyaccredited institution must complete at least 30 hours at Meredith. If a transfer student enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at Meredith.

A student who has a bachelor's degree from another institution and wishes to receive professional certification at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department.

A student in the physician's assistant program will complete the last year of her work at Bowman Gray Medical School in Winston-Salem.

## Transfer Credit

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she

generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical, Bible, business, or nursing school should read the next section for information concerning the treatment of credit earned. A candidate from a non-accredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. In order to validate provisional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from twoyear colleges is 66 semester hours and from nursing schools, 35 semester hours. Credits may not be transferred from non-college affiliated nursing school programs to the Bachelor of Science in Nursing Transfer Curriculum.

# Credits from Technical, Business, Bible, and Nursing Schools

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually for provisional credit.

The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

Credit Regulations
Grading System

# Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponosored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

## Old Credit

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate departmental head.

# Restricted Credit for Juniors and Seniors

Juniors may take as many as four semester courses numbered in the 100's. Seniors may take as many as two semester courses numbered in the 100's.

## Credit in Music

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See page 139 for list of ensemble courses.)

## Credit in Physical Education

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education activity courses. Exceptions to the maximum of eight hours for students majoring in dance or minoring in physical education must be approved by the head of the Department of Physical Education and by the academic dean or registrar. When the physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

## **GRADING SYSTEM**

Each course receives one official semester grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing with the Office of the Registrar. Additional requests for reports will be processed as transcript requests for which a fee will be required.

Grading System

## Standard Grading

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

- A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
- F Failure which may not be made up by reexamination.
- I The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
- N An interim grade assigned when there is no report by the instructor.
- Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.

- WF The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure.
- WP The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. Withdrawal from class with a WP mark is permitted at any time prior to one calendar week before the last day of classes.
- W The student withdrew from college or a course for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.
- Au The student completed a satisfactory audit.

## Pass-Fail Policies

Some courses are taught only for pass-fail grading. A student may register for these courses during a given semester in addition to the following pass-fail options.

## Pass-Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics and natural sciences, and health.

Grading System
Academic Recognition

B. Physical education activity courses taken as a degree requirement are graded pass-fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass-fail in addition to other pass-fail options.

## General Regulations

- Course content and requirements will be the same for P-F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
- In computation of grade point averages an F on a P-F course will be computed as hours attempted; a P will not be computed as hours attempted.
- When a student registers for the semester in which she elects the P-F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.
- 4. A student who changes her major to a department in which she has already taken P-F work may credit only one P-F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
- A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.
- 6. Responsibility for compliance with all rules governing the P-F system rests with the student.

## Quality Point Ratio

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

## ACADEMIC RECOGNITION

## Classification

Students are to be classified on the following basis:

redit
2

## Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

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Grading System Retention

## Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

- A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
  - Meredith credits -- all courses taken at Meredith
  - 2. Total credits -- all courses taken at any institution, including Meredith.
- B. Students whose average is at least 3.2 quality points per semester hour are graduated cum laude; those whose average is at least 3.6 quality points per semester hour are graduated magna cum laude; those whose average is at least 3.9 quality points per semester hour are graduated summa cum laude.

## RECORDS

## Registration

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

## Transcripts

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. The \$2.00 fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

## SATISFACTORY PROGRESS, RETENTION AND SUSPENSION

To continue their enrollment at the college, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

Retention Official Withdrawal

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:\*

	Minimum
Total Hours	Expected
Attempted	Meredith QPR
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith OPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A studenton academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for readmission and if readmitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a re-

admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

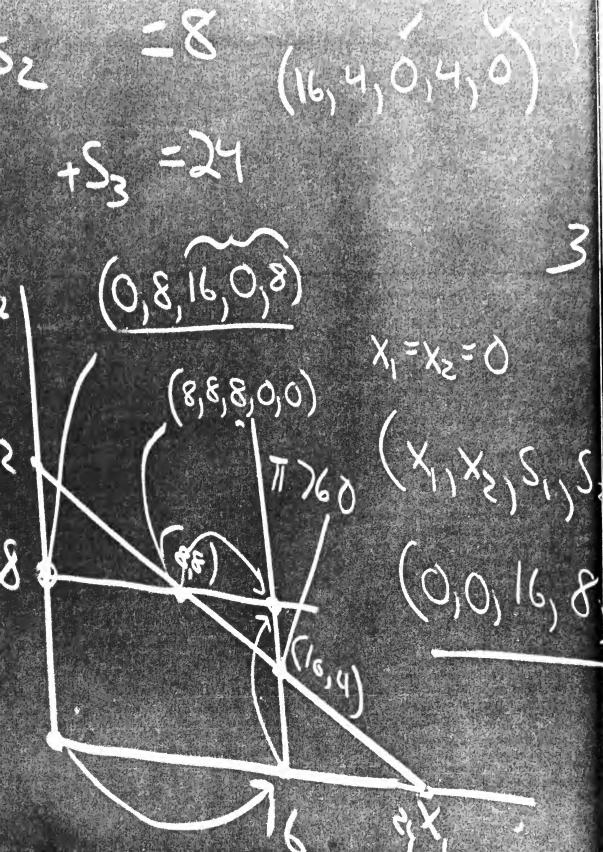
The student has the right to appeal the academic suspension. She must appeal in writing to the Vice-President and Dean of the College within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the Vice-President and the Dean of the College to hear the appeal.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first time student.

- \* Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.
- \* Students who are receiving financial assistance are required to meet additional standards of satisfactory acadmic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is availabe from the Office of Scholarships and Financial Assistance.

## OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.



# Courses Of Study

- Lower level courses are numbered in the 100's and 200's; upper level courses 300's and 400's; educational method courses in academic disciplines, 700's; special courses, 900's.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The college does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "Block" course is taught for the first part of a semester, five days a week. Student teaching under supervision is scheduled for the second part of either semester.

## SPECIAL STUDIES

Special studies courses are available in all departments in the following categories:

#### 910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

#### 920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

#### 930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

#### 940-949 GROUP STUDY

A course on a special topic which is not already on the curriculum. Special Studies courses are governed by the following procedures:

- 1. A course may be proposed by students or faculty.
- Each course must have the approval of the department head in which credit is given.
- 3. Each course must have the approval of the dean of the college.
- Approval for group study of special topics is granted on a one-semester basis.
- An approved group study course is listed in the schedule of courses offered and enrollment is through the usual procedures.
- Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be aken.
- 7. Up to four semester hours credit may be granted for such courses.
- 8. The option may be pursued on multiple occasions.
- Special studies courses may be designated for passfail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

### INTERDISCIPLINARY STUDIES

Several departments intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

#### IDS 100 APPRECIATION OF FINE ARTS

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as elective in the humanities and fine arts. Credit, three hours.

### **WOMEN'S STUDIES**

Various departments intermittently offer courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

#### **CAREER STUDIES**

#### CPS 101 CAREER PLANNING SEMINAR

This course offers first- and second-year students the opportunity, through personal, interest, and skill assessment to explore possible choices of major study and career fields. Pragmatic models for decision-making, goal-setting, and career-related strategies are presented and practiced. Panels of faculty and community professionals will provide exposure to a breadth of disciplines and vocations. Offered for passfail credit only. Credit, one hour.

#### CPS 301 CAREER PLANNING SEMINAR

This course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. A structured learning environment, skill-building exercises, and career panels are used to introduce students to specific job search strategies, and to the concepts of career development as a lifelong process. Offered for pass-fail only. Credit, one hour.

#### **COE 302 COOPERATIVE EDUCATION**

Supervised professional employment related to student career goals alternating with academic study. Prerequisite: 60 semester hours of college credit. Pass-Fail grading only. Credit, one to four hours.

#### **COE 403 COOPERATIVE EDUCATION**

Supervised professional full-time employment related to student career goals. Prerequisite: COE 302. Pass-Fail grading only. Credit, one to four hours.

#### **ART**

Professor Greene, Head; Assistant Professors Bailey, Harbison, and Short; Instructor Greenberg; Artist-in-Residence Robinson; Adjuncts Bell, Clayton, and Givvines.

The department offers a Bachelor of Arts degree with a major in art to which can be added concentrations in studio art or art education certification.

The student who studies art at Meredith learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through courses in art history. Wherever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students.

All art majors are required to complete the core curriculum of 24 hours. The addition of three elective hours in art history and six elective hours in upper level studio courses meets the minimum requirement of 33 hours in art for the Bachelor of Arts degree. If the student wishes to pursue art as a profession she is encouraged to add a concentration of 21 hours of upper level art courses to the core which will allow for specialization and the development of personal style. Through the Special Studies Program a student may add even greater depth of experience to her program. Contract majors in art history and arts management are also possible for the student who desires a more specialized program.

Students planning to enter graduate school are urged to consult early with the chairman of the art department in order to gain maximum preparation from the undergraduate program at Meredith.

#### Art Semester in Paris

Meredith art students may compete for the privilege of attending a semester of art study in Paris, France. A number of outstanding students are selected to spend a fall semester in our studio in Paris.

## Requirements for a Major

The major in art shall consist of at least 33 hours in art including:

(A) The core curriculum
101 Drawing I
102 Drawing Il
103 Basic Color and Design
104 Basic 3-D Design
100 Theory and Practice of the Visual Arts 2
(Freshmen only)
120 Introduction to Art History
322 Modern Art History
210 Painting I
492 Senior Project
(Exhibit, portfolio, or research)

24

(B) Nine hours of electives in art courses numbered 200 or above, three of which must be in Art History

Total Hours 33

#### Art Concentrations

The Studio Art Concentration is designed for those students who intend to pursue the practice of the visual arts as a profession. The concentration provides adequate preparation for entrance into graduate school or for entering many fields as a professional. This concentration will be stated on the student's final transcript as a specific studio area; i.e., painting, photography, graphic design, etc.

A major in art with a concentration in Studio Art shall consist of 45 hours including (a) the core curriculum; (b) three additional elective hours in Art History; (c) eighteen additional elective hours from the areas of Drawing, Painting, Sculpture, Ceramics, Interior Design, Crafts, Printmaking, Photography, and Graphic Design. These elective hours must include a minimum of nine hours in one studio area.

The Art Education Certification Concentration is designed for those students who wish to pursue the teaching of art as a profession. This concentration will result in certification by the state of North Carolina to teach art in grades K through 12. A major in art with Art Education Certification consists of 61 hours as defined below:

The Art Education Concentration

TIL	e Air Education Concentration	
i.	The Core Art Curriculum	24
II.	Other Required Art Courses	18
	200 Ceramics	
	265 Sculpture	
	270 Fiber or Metal Crafts	
	350 or 351 Printmaking3	
	310 Advanced Painting3	
	Art History Elective	
III.	Professional Education Courses	25
	Foundations of American Education (EDU 232) 3	
	Educational Psychology (EDU 234)	
	Reading in the Content Area (EDU 471) 1	
	Theory and Methods of Teaching	
	Art K-6 – 734	
	Theory and Methods of Teaching	
	Art K-12 — 735	
	Student Teaching6	
	Psychology of the Exceptional Individual	
	(PSY 205)	
	American Ethnic Relations (SOC 335) 3	
	Total Hours	67

#### Art History

#### ART 120 INTRODUCTION TO ART HISTORY

A one semester lecture course designed to introduce students to great works of visual art of past and present civilizations, to be considered in historical sequence. Emphasis is placed on art of the Western world. As an aid to students in their full appreciation of art, attention is given to techniques and aesthetic principles. Required of art majors. *Credit*, *three hours*.

#### ART 220 INTRODUCTION TO NON-WESTERN ART

A survey of the visual art forms produced by societies other than those within the Western tradition. Offered fall semester. *Credit, three hours.* 

#### ART 320 ANCIENT AND MEDIEVAL ART

A comprehensive survey of art from pre-historic times through the early Christian periods. The civilizations of ancient Egypt, Mesopotamia, Greece, Rome, and the early Christian civilization through the Romanesque and Gothic periods will be focal points for discussion. Prerequisite: ART 120 or permission. Credit, three hours.

#### ART 321 RENAISSANCE AND BAROQUE ART

A comprehensive survey of architecture, sculpture, and painting from the early 14th through 18th centuries. Special emphasis will be given to the Italian Renaissance and the art of northern Europe. Prerequisite: ART 120 or permission. Credit, three hours.

#### ART 322 MODERN ART

A comprehensive survey of architecture, sculpture, and painting from the mid-18th century to the present day. Special emphasis will be given to the study of major movements in modern painting, including Classicism, Romanticism, Impressionism, Expressionism and Cubism. Contemporary art will be viewed through lectures and current exhibitions. Required of art majors. Prerequisite: ART 120 or permission. Offered spring semester. Credit, three hours.

#### Studio Art

(Studio fees are assessed for most studio courses.)

## ART 100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are encountered and discussed with regard to their practical application by the serious student of art. Art careers are discussed by professional artists in their work spaces. (For freshman art majors only or by permission.) Offered fall semester. Credit, two hours.

#### ART 101 BASIC DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Required of art majors. Six studio hours per week. *Credit, three hours*.

#### ART 102 BASIC DRAWING II

An extension of the concepts and techniques encountered in Beginning Drawing I with an emphasis on the human figure and experimental drawing techniques. Prerequisite: ART 101. Credit, three hours.

Art

#### ART 103 BASIC COLOR AND DESIGN

Detailed analysis of the elements and principles of design with emphasis on solving problems involving the theory of color. Work in this course will be primarily two-dimensional. Required of art majors. Six studio hours per week. Credit, three hours.

#### ART 104 BASIC THREE-DIMENSIONAL DESIGN

Detailed analysis of the elements and principles of design as used in three-dimensional art work. Required of art majors. Six studio hours per week. Credit, three hours.

#### **ART 301 LIFE DRAWING**

A concentrated study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be taken more than once. Credit, three hours.

#### ART 210 BEGINNING PAINTING

An introduction to the basic techniques and media of painting. Oil, acrylic, watercolor, and other media will be encountered in a traditional approach to painting. Prerequisite: ART 101, 102, and 103 or permission. Credit, three hours.

#### ART 310 ADVANCED PAINTING

An extension of the concepts and techniques encountered in ART 210 with an emphasis upon individual production and experimental techniques. Prerequisite: ART 210. May be taken more than once. Credit, three hours.

#### ART 230 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting, and composition; darkroom techniques for making photograms, contact prints, enlargements, and manipulated prints; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours per week. Credit, three hours.

#### ART 231 INTERMEDIATE PHOTOGRAPHY

An extension of the concepts and techniques encountered in ART 230 with an emphasis upon experimental techniques and the pursuit of photography as a fine art form. Prerequisite: ART 230. May be taken more than once. Credit, three hours.

#### ART 330 ADVANCED PHOTOGRAPHY

The emphasis in this course will vary by semester through several professional dimensions of photography, including color photography, portrait photography, photography for advertising, and photo journalism. Prerequisite, ART 230. May be taken more than once. Credit, three hours.

#### ART 240 BEGINNING GRAPHIC DESIGN

An introduction to visual communication for industry through the study of typography and illustration. Emphasis on design and skill development including layout and camera ready mechanicals that will be prepared for printing. Prerequisites: ART 101 and 103 or permission. Credit, three hours.

#### ART 241 INTERMEDIATE GRAPHIC DESIGN

An extension of the concepts and techniques encountered in ART 240. Emphasis will be placed upon the development of professional quality design, integrating skills into the conception, design, and layout of more advanced finished products. Prerequisite: ART 240 or permission. Credit, three hours.

#### ART 340 ADVANCED GRAPHIC DESIGN

The emphasis will vary by semesters through several dimensions of graphic design including fashion illustration, children's book illustration, advertising illustration, advanced calligraphy, and printed textile design. Prerequisite: ART 240. May be taken more than once. Credit, three hours.

#### ART 346 INTERIOR DESIGN

See HEC 346. Credit, three hours.

#### ART 447 ADVANCED COMMERCIAL DESIGN See HEC 447. Credit. three hours.

See HEC 447. Creatt, three hours.

#### ART 448 ADVANCED RESIDENTIAL DESIGN See HEC 448. Credit, three hours.

#### **ART 350 PRINTMAKING I**

Emphasis on Intaglio and relief processes. Prerequisite: ART 101 and 102 or permission. Six studio hours per week. May be taken more than once. Fall. Credit, three hours.

#### ART 351 PRINTMAKING II

Emphasis on lithographic or stencil processes. Prerequisite: ART 101 and ART 102 or permission. Six studio hours per week. May be taken more than once. Spring. Credit, three hours.

#### **ART 260 BEGINNING CERAMICS**

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. Credit, three hours.

#### ART 361 ADVANCED CERAMICS

An extension of the techniques and concepts encountered in ART 260. Emphasis will be placed upon gaining depth of experience in a more limited number of approaches. Prerequisite: ART 260. May be taken more than once. *Credit, three hours*.

#### **ART 265 SCULPTURE**

An introduction to the basic sculptural concepts through modeling, carving, casting, and assembling various sculptural media. Prerequisite: ART 104 or permission. Credit, three hours.

#### **ART 270 FIBER CRAFTS**

An introduction to the crafts of weaving, batik, and fiber printing as art forms. Credit, three hours.

#### Art Education

# ART 734 THEORY AND METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL

(for art majors)

A study of the development of art education in American elementary schools. The relationship between creative behavior and child growth through the visual arts are developed through research and practicum situations. Methods for teaching exceptional children are also studied. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Fall. Credit, three hours.

## ART 735 THEORY AND METHODS OF TEACHING ART IN THE SECONDARY SCHOOL

(for art majors)

A theoretical study of traditional and experimental methods of teaching art at the secondary level. Attention is given to the creative visual development of all adolescents. The development of programs which deal with both the non-artist and the future artist is a priority. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Spring. Credit, three hours.

#### ART 744 ART IN THE ELEMENTARY SCHOOL

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student presentations. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100. Credit, two hours.

#### ART 492 SENIOR EXHIBITION/PROJECT

All senior art majors should register for this course in the last semester of the senior year. A special exhibition of art work, a design project, or a research project is required to demonstrate the level of proficiency and expertise attained by the art graduate. Graduation is dependent upon successful completion of this course. Credit, one hour.

# BIOLOGY AND HEALTH SCIENCES

Professor Bunn, Head; Associate Professors Reid; and Grimes; Assistant Professor Smith; Instructor Sullivan.

The Department of Biology and Health Sciences meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular basis which relates the field to the physical sciences, home economics, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

## Requirements for a Major

#### BACHELOR OF ARTS-Biology

Thirty semester hours in biology, twelve semester hours in chemistry, and at least four hours in mathematics are required in this degree program.

#### Required courses

- 1. BIO 101, 141, 102, 142, 334, 344, and One course from each of the following:
  - a. BIO 331 and 341 or 231
  - b. BIO 222 and 242 or 214 and 245
  - c. BIO 211 and 241, 311 and 346 or 234 and 244
  - d. BIO 321 and 345 or 322 and 342
- 2. CHE 111, 141, 112, 142, 221, and 241
- 3. MAT 211
- 4. Biology elective 2 hours

#### BACHELOR OF SCIENCE - Biology

Thirty-six semester hours in biology, sixteen semester hours in chemistry, eight hours in physics, and a minimum of seven hours in mathematics are required in this degree program.

#### Required courses

- 1. BIO 101, 141, 102, 142, 331, 341, 334, 344, and One course from each of the following:
  - a. BIO 499 or special studies to total two hours
  - b. BIO 321 and 345 or 436 and 446
  - c. BIO 222 and 242 or 214 and 245
  - d. BIO 323 and 343 or 322 and 342
  - e. BIO 211 and 241 or 311 and 346 or 234 and 244
- 2. CHE 111, 141, 112, 142, 221, and 241 and One course from
  - CHE 222 and 242 or 436 and 46\*\*
- 3. PHY 211, 241, 212, 242
- 4. MAT 211 and

One course from

MAT 212 or 245

- 5. Biology electives 2 hours
  - Students who choose BIO 321 and 345 may not choose 322 and 342.
  - \*\* BIO 436 and 446 is the same course as CHE 436 and 446.

#### BACHELOR OF SCIENCE - Medical Technology

Twenty-four semester hours in biology, sixteen semester hours in chemistry, and at least four hours in mathematics are required in the program at Meredith before entering Duke University for the completion of the program. A student must have completed 98 semester hours at Meredith before entering Duke.

#### Required courses at Meredith

- BIO 101, 141, 102, 142, 331, 341, 334, 344, and One course from each of the following:

   a. BIO 322 and 342 or 321 and 345
   b. BIO 222 and 242 or 214 and 245
- 2. CHE 111, 141, 102, 142, 221, and 241 and One course course from

CHE 222 and 242 or 436 and 446

3. MAT 211

The student must complete the medical technology program at Duke University Medical Center.

#### BACHELOR OF SCIENCE - Health Science

Twenty semester hours in biology plus prerequisite courses and a concentration of a minimum of eighteen hours in one of the following: chemistry, home economics, or psychology. A student must have completed 98 semester hours at Meredith before entering Bowman-Gray School of Medicine. She must also have completed a minimum of five hundred hours of clinical experience through community internships, co-op programs, or as a volunteer.

Required courses at Meredith

- BIO 101, 141, 102, 142, 331, 341, 334, 344, 322, and 342
- 2. Concentration of a minimum of eighteen hours in one of the following areas:

CHE 111, 141, 112, 142, 221, 241, 222, 242, and PHY 211 and 222

HEC 124, 227, 428, 429 and electives to total 18 hours

PSY 100, 200, 204, 205, 308, and 406 The student must also successfully complete the first year of the Physician Assistant program at Bowman-Gray School of Medicine.

#### **BIO 101 GENERAL BIOLOGY I**

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include: biology at the cellular and subcellular levels, vertebrate physiology and anatomy with an emphasis on man, and biology of the flowering plants. Three lectures per week. Credit, three hours.

#### **BIO 141 GENERAL BIOLOGY I LABORATORY**

Laboratory exercises designed to illustrate the principles considered in BIO 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Corequisite or Prerequisite: BIO 101. Credit, one hour.

#### **BIO 102 GENERAL BIOLOGY II**

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Corequisite: BIO 142. Three lectures per week. Credit, three hours.

#### **BIO 142 GENERAL BIOLOGY II LABORATORY**

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics. Corequisite: BIO 102. Meets two hours per week. Credit, one hour.

#### **BIO 211 ADVANCED PLANT BIOLOGY**

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditonal plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: BIO 101, 141, 102. Corequisite BIO 241. Three lectures per week. Credit, three hours.

## BIO 241 ADVANCED PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: BIO 211. Three laboratory or field trip hours per week. Credit, one hour.

#### **BIO 214 PARASITOLOGY**

A comprehensive review of animal parasites with special emphasis on those of medical and veterinary importance. The taxonomy, morphology, life cycle, ecology, and pathology of protozoan, helminth, and arthropod parasites will be covered. Students will also gain an understanding of the importance of symbiology in living systems as a natural phenomenon. Prerequisites: Bio 101, 141, and 102. Corequisite: Bio 245. Three lectures per week. Taught in odd years during the spring semester. Credit, three hours.

#### **BIO 245 PARASITOLOGY LABORATORY**

Students will examine prepared slides, living specimens, and preserved specimens of parasitic protozoans, helminths, and arthropods. The various techniques of parasitology will be covered, including egg sedimentation, life cycle studies, animal necrosy, specimen fixation, slide preparation, and the use of taxonomic keys. Corequisite: Bio 214. Meets three laboratory hours per week. Credit, one hour.

#### **BIO 222 INVERTEBRATE ZOOLOGY**

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studies as to life history, morphology, physiology, ecology, and economic importance. Prerequisite: BIO 101, 141, 102; Corequisite: BIO 242. Two lectures per week. Credit, two hours.

#### **BIO 242 INVERTEBRATE ZOOLOGY LABORATORY**

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Field trips are a possibility and would involve the study and collection of animals in their natural habitat. Corequisite: BIO 222. Six laboratory hours per week. Credit, two hours.

#### **BIO 231 FOUNDATIONS OF GENETICS**

A presentation of the basic concepts of genetics, emphasizing Mendelian inheritance as a background for discussions of molecular aspects of gene function. Examples for these lectures will include human as well as other animal, plant, and microbial systems. Prerequisites: BIO 101, 141, 102, or equivalent. Recommended, MAT 110 or equivalent. Credit, 3 hours.

#### **BIO 234 PRINCIPLES OF ECOLOGY**

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisites: BIO 101, 141. Corequisite: BIO 244. Three lectures per week. Credit, three hours.

#### **BIO 244 PRINCIPLES OF ECOLOGY LABORATORY**

Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: BIO 234. Three laboratory or field trip hours per week. Credit, one hour.

#### BIO 301 THE SCIENTIFIC LITERATURE See CHE 301. Credit, one hour.

#### BIO 302 EXPERIMENTAL DESIGN See CHE 302. Credit, one hour.

#### **BIO 311 HISTOLOGY**

A survey of vertebrate tissues and organs at the light and electron microscope level, and a comprehensive review of the general principles of microscopy (light, microscopy, transmission electron microscopy, and scanning electron microscopy). Prerequisites: BIO 101, 141, and 102. BIO 321 recommended. Corequisite: Bio 346. Three lectures per week. Taught in the even years during the spring semester. *Credit*, 3 hours.

#### **BIO 346 HISTOLOGY LABORATORY**

A light microscope survey of mammalian tissues and organs. Students will study a set of prepared slides and be responsible for tissue and organ recognition at the light microscope level. A project in the paraffin technique of slide preparation will be required. The students will become familiar with fixation, embedding, sectioning, and staining techniques. Corequisite: BIO 264. Meets three laboratory hours per week. Credit, one hour.

#### BIO 321 COMPARATIVE VERTEBRATE ANATOMY

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Prerequisites: BIO 101, 141, 102; BIO 222 recommended. Corequisite BIO 345. Two lectures per week. *Credit, two hours*.

## BIO 345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY

Study of the evolutionary history of the vertebrates and their relationship to the protochordates with emphasis being placed on the phylogenetic interrelationship of the organ-systems of various representative vertebrate groups. Corequisite: BIO 321. Four laboratory hours per week. *Credit, two hours*.

### **BIO 322 HUMAN ANATOMY AND PHYSIOLOGY**

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Prerequisites: BIO 101, 141, 102. Corequisite: BIO 342. Three lectures per week. Credit, three hours.

#### BIO 342 HUMAN ANATOMY AND PHYSIOLOGY LABORATORY

Students examine the structures of the human body. Also, exercises demonstrate functional aspects of the major organ systems. Corequisite: BIO 322. Three laboratory hours per week. Credit, one hour.

#### **BIO 331 GENETICS**

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101, 141, 102. Recommended, MAT 110 or equivalent. Corequisite for biology majors: Genetics laboratory (BIO 341). Three lectures per week. Credit, three hours.

#### **BIO 341 GENETICS LABORATORY**

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: MAT 110 or equivalent. Corequisite: Genetics, BIO 331. Three laboratory hours per week. Credit, one hour.

#### **BIO 323 VERTEBRATE PHYSIOLOGY**

A comprehensive study of the principal processes involved in specialized cells, tissues and organ-systems including digestion, nutrition, blood and circulation, respiration, muscle and nerve coordination and integration. Anatomy to be studied when necessary to understand the functions of the different systems of the body. Prerequisites: BIO 101, 141, 102; CHE 111, 112. Corequisite: BIO 343. Three lectures per week. Credit, three hours.

#### **BIO 343 VERTEBRATE PHYSIOLOGY LABORATORY**

Includes experimentation in digestion, blood analysis and circulation, respiration, excretion, and neuro-musar preparations. Especially adapted for students preparing to study medicine, nursing, dentistry, or to become medical technologists. Corequisite: BIO 323. Three laboratory hours per week. Credit, one hour.

#### **BIO 334 MICROBIOLOGY**

A general study of bacteria and viruses with emphasis on the application of the principles of bacteriology to clinical, industrial, and food science areas. Recommended for home economics majors. Prerequisites: BIO 101, 141, 102 and CHE 111, 112 or their equivalents. Corequisite: BIO 344. Three lectures per week. Credit, three hours.

#### **BIO 344 MICROBIOLOGY LABORATORY**

Laboratory includes culture and staining techniques as well as sterile techniques. Students isolate, characterize, and identify an organism from the environment, e.g. food, milk, soil, plants, or animals. Corequisite: BIO 334. Three laboratory hours per week. Credit, one hour.

#### **BIO 400 RESEARCH**

See CHE 400. Credit, one to three hours.

#### **BIO 421 EMBRYOLOGY**

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: BIO 101 141, and 102. Corequisite: BIO 441. Three lectures per week. Credit, three hours.

#### **BIO 441 EMBRYOLOGY LABORATORY**

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material will be used whenever possible, and histological techniques will be used for preparation of individual slide sets. Corequisite: 421. Three laboratory hours per week. Credit, one hour.

#### **BIO 436 BIOCHEMISTRY**

A study of the chemistry of biological systems involving metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: CHE through 221, and BIO 101, 141. Also offered as CHE 436. Credit, three hours.

#### **BIO 446 BIOCHEMISTRY LABORATORY**

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles in Biochemistry (BlO. 436), e.g. gas, thin layer, paper, column chromatography; polarimetry; as well as standard chemical tests. Corequisite: BIO or CHE 436. Three laboratory hours per week. *Credit, one hour*.

#### **BIO 499 SEMINAR**

May be taken for credit both junior and senior years. Offered for pass-fail grading only. Credit, one hour.

#### SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. Credit, three hours.

Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Also, students interested in veterinary medicine may take required courses for that program as well.

Students who wish advanced study or research in biology should consult with the department head and arrange for it through the special studies options listed on page 77.

### **BUSINESS AND ECONOMICS**

Associate Professor Spanton, Head; Professor Frazier; Associate Professors T. Bledsoe, Johnson, Oatsvall, and Simmons; Assistant Professors Baker, Behrman, Shuey, Wakeman, Warden, and Wessels; Instructors S. Bledsoe, Scott, and Spencer; Adjuncts Huggard, Johnston, and Zipin.

The department offers a B.S. degree in business administration with concentrations in accounting, economics, and management, a B.A. degree in economics, and the master of business administration (MBA).

# Requirements for B.S. Degree in Business Administration

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentration.

The core consists of the following courses: ECO 210, 211; BUS 230, 231, 346, 366, 490; and MAT 245 (or equivalent).

The Accounting Concentration prepares candidates for the Certified Public Accountant (CPA) examination and for entrance into a public or private accounting career. In addition to BUS 230 and 231 included in the core, students who elect this concentration must take BUS 333, 334, 335, and 434 plus 12 additional hours selected from BUS 332, 435, 436, 437, 438, 454, 457, and 491, or other accounting courses, approved by the Department Head.

The Economics Concentration affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions or government agencies. In addition to ECO 210 and 211 included in the core, students who elect this concentration must take ECO 310, 311, BUS 499 and 15 additional hours chosen from approved economics and business courses numbered 300 and above, or related courses, approved by the Department Head.

The Management Concentration provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields. In addition to the core courses, students who elect this concentration must take BUS 332, 499 and 18 additional hours from business and economics courses numbered 300 and above, or related courses, approved by the Department Head.

# Requirements for B.A. Degree in Economics

Candidates for the Bachelor of Arts Degree in Economics must take 12 hours in the prescribed core of ECO 210, 211, 310, 311 and 15 more hours in approved economics or related courses for a total of 27 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

## Requirements for Master of Business Administration Degree

Details of the M.B.A. program are published in a separate graduate catalog. Information is available from the department office or from the Registrar.

The Department offers courses to prepare a student for the Basic Teaching Certificate in Business Education, as defined by the North Carolina Department of Public Instruction. Students seeking teacher certification pursue a specified series of additional courses. Students seeking certification should consult the Department Head

#### Accounting

#### **BUS 230 PRINCIPLES OF ACCOUNTING I**

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. *Credit, three hours*.

#### **BUS 231 PRINCIPLES OF ACCOUNTING II**

The application of accounting principles to partnerships and corporations, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: BUS 230. *Credit, three hours.* 

#### **BUS 332 MANAGERIAL ACCOUNTING**

The analysis of financial data for managerial decision-making; interpretation of accounting data for planning and controlling business activities. Prerequisite: BUS 231. Credit, three hours.

#### **BUS 333 COST ACCOUNTING**

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisite: BUS 231. Credit, three hours.

#### **BUS 334 INTERMEDIATE ACCOUNTING I**

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short, intermediate, and long-term obligations; and investments. Prerequisite: BUS 231. Credit, three hours.

#### **BUS 335 INTERMEDIATE ACCOUNTING II**

A continuation of BUS 334, featuring topics such as income measurement and valuation issues related to stockholder's equity; price level and fair value issues; special sales methods; accounting changes; pensions; leases; and income tax allocations. Related professional literature will be analyzed. Prerequisite: BUS 334 with a C or better grade. Credit, three hours.

#### **BUS 434 FEDERAL TAXATION OF INDIVIDUALS**

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: BUS 231. Credit, three hours.

#### BUS 435 FEDERAL TAXATION OF CORPORATIONS AND PARTNERSHIPS

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates and trusts. Prerequisite: BUS 434. Credit, three hours.

#### **BUS 436 SELECTED TOPICS IN ACCOUNTING**

A study of professional presentation and disclosure requirements concerning th following: dilutive securities, deferred compensation plans, changing price levels, foreign currency transactions and translation, pensions, and statement of changes in financial position; discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisite: BUS 335. Credit, three hours.

#### **BUS 437 ADVANCED ACCOUNTING**

A study of financial accounting for complex business relationships, including business combinations, consolidated financial statements, partnerships, and governmental funds. Prerequisite: BUS 335. Credit, three hours.

#### **BUS 438 AUDITING**

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, control, professional ethics, and legal responsibility. Related materials of professional importance will be used. Prerequisite: BUS 335. Credit, three hours.

#### **Economics**

#### **ECO 210 MACROECONOMIC PRINCIPLES**

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit*, *three hours*.

#### **ECO 211 MICROECONOMIC PRINCIPLES**

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes. Credit, three hours.

#### ECO 310 AGGREGATE ECONOMIC ANALYSIS

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium.

Prerequisite: ECO 210. Credit, three hours.

#### **ECO 311 PRICE THEORY**

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maximization under different market structures. Prerequisite: ECO 211. Credit, three hours.

#### **ECO 324 HISTORY OF ECONOMIC THOUGHT**

A critical analysis of the development of economic ideas and philosphies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO 210 and 211. Credit, three hours.

#### **ECO 364 LABOR ECONOMICS**

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisites: ECO 210 and 211. Credit, three hours.

#### **ECO 374 CONSUMER ECONOMICS**

An analysis of intelligent consumer decision-making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. No credit given in major for business and economics. Credit, three hours.

#### **ECO 434 INTERNATIONAL ECONOMICS**

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO 210 and 211. Credit, three hours.

#### **ECO 435 COMPARATIVE ECONOMIC SYSTEMS**

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, U.S.S.R., Great Britain, Japan, China, India, and the Common Market countries. Prerequisites: ECO 210 and 211. Credit, three hours.

#### **ECO 455 MONEY AND BANKING**

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211. Credit, three hours.

#### **ECO 456 PUBLIC FINANCE**

A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Prerequisites: ECO 210 and 211. Credit, three hours.

#### Finance

#### **BUS 490 CORPORATION FINANCE**

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit-maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, BUS 231, and MAT 245. Credit, three hours.

## BUS 491 INTERMEDIATE FINANCIAL MANAGEMENT

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long and short term financing. Prerequisite: BUS 490. Credit, three hours.

# BUS 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS 490. Credit, three hours.

#### Marketing

#### **BUS 366 PRINCIPLES OF MARKETING**

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen. *Credit, three hours*.

#### **BUS 465 MARKETING RESEARCH**

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS 366 and MAT 245 or equivalent. Credit, three hours.

#### **BUS 466 SALES MANAGEMENT**

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to customers and to the ultimate consumer, and the management of the sales function. Students will be required to make sales presentations. Prerequisites: BUS 346 and 366. Credit, three hours.

#### **BUS 467 ADVERTISING AND SALES PROMOTION**

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS 346 and 366. Credit, three hours.

## BUS 468 MARKETING MANAGEMENT AND PLANNING

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS 346 and 366. Credit, three hours.

#### Management

#### **BUS 110 FUNDAMENTALS OF BUSINESS**

A survey of business, introducing major operations of a firm including marketing, production, finance, and human resource management. This course also examines the economic, social and political environment of business. May not be counted toward major in the department. *Credit, three hours*.

#### **BUS 346 PRINCIPLES OF MANAGEMENT**

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen. *Credit, three hours*.

#### **BUS 384 BUSINESS COMMUNICATIONS**

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting. *Credit, three hours*.

#### **BUS 446 PERSONNEL MANAGEMENT**

An examination of the principles, practices, and underlying theories of personnel management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS 346. Credit, three hours.

Business and Economics Chemistry and Physical Science

#### **BUS 448 ORGANIZATIONAL BEHAVIOR**

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisites: junior standing; BUS 346. Credit, three hours.

#### **BUS 454 BUSINESS LAW**

A study of the legal practices and principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society. Credit, three hours.

#### **BUS 457 ADVANCED BUSINESS LAW**

A study of the main principles of law affecting the conduct of trade and industry; this includes an intense examination of the Uniform Commercial Code (sales, negotiable instruments, and secured transactions) as well as the study of business corporations and partnerships. Prerequisite: BUS 454. Credit, three hours.

#### **BUS 480 BUSINESS INTERNSHIP**

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Planned seminars. Limited to senior majors. Pass/Fail grading. Credit, three hours.

#### **BUS 494 DECISION ANALYSIS**

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include: decision-making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: MAT 245 and BUS 346. Credit, three hours.

#### **BUS 499 BUSINESS POLICY**

An in-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Required for management and economics concentrations. Credit, three hours.

#### Other

#### **BUS 764 TEACHING OF BUSINESS**

Methods and materials for teaching business subjects in the secondary school; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. May not be counted toward a major in the department. Credit, three hours.

Additonal courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the departmental head and arrange for it through the special studies options listed on page 77.

## CHEMISTRY AND PHYSICAL SCIENCE

Professor Shiflett, Head; Professor Bunn; Associate Professor Lewis: Assistant Professors Birkin and Hassett.

The chemistry and physical science department attempts to prepare students for a variety of goals in life. Introductory courses are available in chemistry, physics, and physical geography to satisfy the general education needs of the student. Students desiring more advanced study may design a minor in chemistry or chemical physics, or they may pursue a major in chemistry leading to a B.A. or B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in the Cooperative Education program.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: CHE 111, 112, 221, 222, and 350.

## Requirements for a Major CORE CURRICULUM

- 1. CHE 111, 112, 221, 222, 350, 499 (with corequisite
- 2. PHY 211, 212 (with corequisite labs)
- 3. MAT 211

#### **BACHELOR OF ARTS**

- 1. Core Curriculum
- 2. At least 22 hours in chemistry courses numbered 200 or above
- 3. At least 3 hours in mathematics numbered 200 or above

#### BACHELOR OF SCIENCE

- 1. Core Curriculum
- 2. At least 28 hours in chemistry courses numbered 200 or above and including CHE 420, 430, 440
- 3. MAT 212 and 5 additional hours in mathematics at the 200 level or above
- BIO 101

#### Chemistry

#### CHE 111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141. Credit, three hours.

#### CHE 141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111. Credit, one hour.

#### **CHE 112 GENERAL CHEMISTRY II**

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142. Credit, three hours.

#### **CHE 114 COLLEGE CHEMISTRY**

A continuation of fundamental concepts of chemistry with emphasis on equilibria, acid-base chemistry, descriptive inorganic and organic chemistry, and biochemistry. Intended as a terminal course for students whose curricula do not require chemistry above the 100 level. Prerequisite: CHE 111, 141. Credit, three hours.

#### **CHE 142 GENERAL CHEMISTRY LABORATORY II**

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quantitative analysis. Three laboratory hours per week. Corequisite: CHE 112. Credit, one hour.

#### CHE 221 ORGANIC CHEMISTRY I

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE 112, 142. Corequisite: CHE 241. Credit, three hours.

### CHE 241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Corequisite: CHE 221. Credit, one hour.

#### CHE 222 ORGANIC CHEMISTRY II

A continuation of CHE 221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE 221, 241. Corequisite: CHE 242. Credit, three hours.

#### CHE 242 ORGANIC CHEMISTRY LABORATORY II

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite: CHE 222. Credit, one hour.

#### CHE 300 INTRODUCTION TO RESEARCH

An introduction to the scientific literature, various literature search strategies, and experimental design strategies. Prerequisite: CHE 211. Credit, one hour.

#### **CHE 350 QUANTITATIVE ANALYTICAL** CHEMISTRY

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, and electroanalytic methods. Prerequisite: CHE 112. Three class hours and three laboratory hours per week. Offered Spring of even years. Credit, four hours.

#### CHE 400 RESEARCH

A laboratory experience involving individual or small group participation in an ongoing research project. A minimum of two laboratory hours per week is required for each semester hour credit. Credit, one to three hours.

#### CHE 415 SPECIAL TOPICS IN CHEMISTRY

Special topics in chemistry such as Instrumental Analysis, Advanced Organic Chemistry, Polymer Chemistry, Industrial Chemistry, or Chemometrics. Prerequisite: Consent of Instructor. Credit, three hours.

#### CHE 420 CHEMICAL THERMODYNAMICS AND KINETICS

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211. Offered Fall of even years. Credit, three hours.

#### CHE 430 ATOMIC AND MOLECULAR STRUCTURE

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211. Offered Spring of odd years. Credit, three hours.

#### CHE 440 EXPERIMENTAL PHYSICAL CHEMISTRY

Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours per week. Prerequisite: CHE 420 or 430 or concurrent registration. Credit, one hour.

#### **CHE 436 BIOCHEMISTRY**

See BIO 436. Credit, three hours.

## **CHE 446 BIOCHEMISTRY LABORATORY**

See BIO 446. Credit, one hour,

#### **CHE 474 INORGANIC CHEMISTRY**

Advanced concepts of theoretical and descriptive inorganic chemistry. Three class hours per week. Prerequisite: CHE 112, 142. Offered Fall of odd years. Credit, three hours.

#### **CHE 499 SEMINAR**

May be taken for credit more than one semester. Offered for pass-fail grading only. Credit, one to three

#### Physics

#### PHY 204 PRINCIPLES OF PHYSICS

A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications. *Credit*, *three hours*.

#### PHY 211 GENERAL PHYSICS I

A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT 211. Corequisite: PHY 241. Credit, three hours.

#### PHY 241 GENERAL PHYSICS LABORATORY I

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211. Credit, one hour.

#### PHY 212 GENERAL PHYSICS II

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242. Credit, three hours.

#### PHY 242 GENERAL PHYSICS LABORATORY II

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212. Credit, one hour.

#### PHY 430 ATOMIC AND MOLECULAR STRUCTURE See CHE 430. Credit, three hours.

#### Geography

GEO 204 carries credit toward the area requirement in the natural sciences. GEO 205, 236 and 368 may be used for credit toward the area requirement in the social sciences.

#### GEO 204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of the physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Three class hours and one two-hour laboratory period per week. Credit, four hours.

#### GEO 205 WORLD REGIONAL GEOGRAPHY

A systematic survey of major world regions with emphasis on climates, landforms, resources and economics. Also includes discussions on political ties, and position in world trade. *Credit*, *three hours*.

## GEO 208 FUNDAMENTAL PLACE-NAME GEOGRAPHY

The objective of this course is to teach the location of the countries of the world. The course will consist chiefly of map work and map tests with discussions of regional groupings based on criteria of homogeneity. Credit, one hour.

## GEO 236 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever growing problem of preservation for future generations. Credit, three hours.

#### **GEO 368 POLITICAL GEOGRAPHY**

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours*.

#### SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. Credit, three hours.

Courses in the physical sciences are also available at North Carolina State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options listed on page 77.

### **EDUCATION**

Associate Professor Johnson, Head; Professor Murray; Assistant Professors Clay and Kratzer; Instructors Midgett and Alford.

## Goals and Objectives

The courses offered in the professional education curriculum are designed to foster in the student

- · the skills necessary to evaluate learning,
- the knowledge of human growth and development,
- the knowledge of various teaching methods, materials, and ways of organizing classrooms,
- the knowledge and skills necessary to maintain a classroom environment conducive to learning,
- the knowledge and skills necessary to understand various learning styles and cultural backgrounds,
- the knowledge of the role of the school in a democratic society,
- the knowledge of research related to student achievement and teacher effectiveness,
- the experiences that provide opportunities for obtaining proficiencies in various teaching techniques and responsibilities.

## Programs Offered

Meredith offers undergraduate programs leading to the initial N.C. teaching certificate. The Master of Education Degree in elementary education leads to the N.C. graduate certificate in early childhood education or in intermediate education.

## Education Programs

## The Master of Education Degree Program

A brochure titled "Master of Education Degree Program" which provides complete information about the program can be obtained from the Education Department or from the Office of Graduate Studies. A graduate catalogue is also available.

## The Undergraduate Certification Programs

A student may choose a teacher education program in addition to her major program of study. A major subject must be selected from the list on page. Programs are available for the initial N.C. teacher certification in early childhood education (grades K-4); intermediate education (grades 4-6); middle grades education (grades 6-9); secondary education (grades 9-12): English, French, mathematics, biology, chemistry, social studies, and Spanish; special subject area education (grades K-12): art, music, and reading; and occupational education: business education (grades 9-12) and home economics education (grades 7-12).

A student also may choose to earn N.C. certification as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the N.C. certification programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and nondegree women students who meet the standards established by the College.

- Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)
  - A. Students who plan to teach
    - A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
      - a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major to coincide with one of the concentrations available to middle grades education (6-9) students at Meredith.
      - b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major to coincide with the subject area in which they want to be certified.
    - After selecting a major and the desired teacher education program the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
    - 3. The Registrar will send a copy of the student's completed Declaration of Major form to the Education Department. Upon receipt of the Form, the Department will send the student a packet of materials for Admission To Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the Education Department as soon as possible. Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching. NOTE: Applicant's overall grade point average must be 2.0 or above for admission to the program.

- 4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the Head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the Chairman of the Teacher Education Committee.
- B. Students who plan to become school social service workers
  - A student who plans to become a school social service worker should confer with her adviser, select an appropriate major and formally declare the major and the school social service worker certification program in the Office of the Registrar.
  - The Registrar will send a copy of the Declaration of Major form to the Education Department which will send the student a packet of materials for Admission to Teacher Education and notify her adviser.
  - 3. The completed application is reviewed on the same bases as applications for admission to teacher education and each applicant is notified of the admission decision by letter by the Head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the Chairman of the Teacher Education Committee.
- II. Nondegree Students (Students who have at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. education certificate)
  - A. All nondegree students seeking initial North Carolina education certification or an additional North Carolina education certificate should contact the Head of the Education Department.
  - B. Students with a baccalaureate degree from another institution who are seeking a North Carolina education certificate at Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of thirty semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific education certification areas and professional education. Exceptions to these requirements will be determined on an individual basis by the Department of Education.

### Requirements for All Certificates

All college requirements for graduation must be met by each student seeking a N.C. teaching certificate. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs.

#### Elementary Teacher Education Programs (Early Childhood Education Grades K-4 and Intermediate Education, Grades 4-6)

Students who expect to obtain an initial North Carolina certificate to teach at the early childhood education (K-4) level or at the intermediate education (4-6) level must meet both the course and minimum semester hour requirements listed below.

# Early Childhood Teacher Education (Grades K-4) Program

- I. General Education Requirements
  - A. The general education (area distribution) requirements of the College
  - B. Within the general education (area distribution) requirements of the College, the following specific requirements:
    - - English Literature
      - ENG 201, Major British Writers (3) American Literature
      - ENG 206, Survey of American Literature (3)

#### Social studies . . . . . . . . . . .

- HIS 101, The Emergence of Western Civ., or
- HIS 102, Modern Western Civilization, (3)
- HIS 214, American History to 1876
- HIS 314, Colonial American History
- SOC 335, American Ethnic Relations
- SOC 230 or 260 are strongly recommended as prerequisites.
- Psychology ...... PSY 204, Developmental Psychology
  - (Prerequisite: EDU 234 or PSY 100)
  - PSY 205, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)

	Natural science
	MAT 150, Fundamental Concepts of Math (3) MAT 110, Elementary Functions, or MAT 120, Finite Mathematics, (3)
	Cultural arts
11.	National Teacher Education (NTE) Requirements for Admission to Teacher Education A. The NTE Core Battery Test I, Communication Skills, and the NTE Core Battery Test II, General Knowledge, must be taken at the end of
	the sophomore year.  B. To be formally admitted to the Teacher
	Education Program, the student must make a minimum score of 636 on the NTE CBT I and a minimum score of 631 on the NTE CBT II.  1. The tests may be taken more than
	once.  2. No more than one-half of the total professional studies program, exclusive of student teaching, can be taken until formal admission requirements (including the minimum required scores on the NTE CBT I and II) have been satisfied.
III.	Major Study Program Requirements in an Area Other than Education
IV.	Professional Education Requirements for Early Childhood Education(K-4) Students (36 sem. hrs.)  A. Professional Education, General
	EDU 234, Educational Psychology (3) EDU 348, Perspectives in Early Childhood Education (3) B. Professional Education, Methods
	ART 744, Art in the Elementary School (2)
	(Prerequisite: IDS 100) HED 744, Health Education in the Elementary School (2)

MUS 744, Music in the Elementary School (2) (Prerequisite: IDS 100) PED 744, Physical Education in the Elementary School (2) In the BLOCK semester (last semester of the teacher education program): EDU 440, Seminar in Education (1) EDU 441, Introduction to Audio/Visual Materials (1) EDU 455. Literature in the Elementary School (2) EDU 456, Mathematics in the Elementary School (2) EDU 457, Science in the Elementary School (2) EDU 458, Social Studies in the Elementary School (2) C. Professional Education, Practicum . . . . . . . . 6 In the BLOCK semester (last semester of the teacher education program): EDU 439, Observation and Directed Teaching (6) D. Recommendations 1. It is strongly recommended that the

- professional education courses be taken IN THE ORDER THEY ARE LISTED ABOVE.
- 2. Block semester can be either semester of the senior year provided that all other professional education courses have been satisfactorily completed.
- V. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Early Childhood Education (K-4)

A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test, Code 02, Early Childhood Education, must be taken during or after the last semester of the student's teacher preparation program.

B. To be eligible for the North Carolina Initial Certificate in Early Childhood Education (K-4) the student must make a minimum score of 644 on the NTE CB Test III and a minimum score of 500 on the NTE Specialty Area Test.

#### Intermediate Teacher Education (Grades 4-6) Program

- I. General Education Requirements
  - A. The general education (area distribution) requirements of the College
  - B. Within the general education (area distribution) requirements of the College, the following specific requirements:

Language arts	must be taken during or after the last semester of the student's teacher preparation program. B. To be eligible for the North Carolina Initial
Social studies	Certificate in Intermediate Education (4-6), the student must make a minimum score of 644 on the NTE CB Test III and a minimum score of 520 on the NTE Specialty Area Test.
Psychology	Middle Grades Teacher Education
Natural Science	(Grades 6-9) Program  Students who expect to secure an initial N.C. certificate to teach at the middle grades education (6-9) level must meet both the course and minimum semester
Mathematics	hour requirements below.  I. General Education Requirements  A. The general education (area distribution)
Cultural arts	requirements of the College  B. Within the general education (area distribution) requirements of the College, the following specific requirements:
<ol> <li>National Teacher Education (NTE) Requirements for Admission to Teacher Education Refer to page 93.</li> </ol>	Language arts
III. Major Study Program Requirements in an Area Other than Education	English Literature ENG 201, Major British Writers (3)
IV. Professional Education Requirements for Intermediate Education (4-6) Students (36 sem. hrs.) A. Professional Education, General	American Literature ENG 206, Survey of American Literature (3)
EDU 232, Foundations of American Education (3) EDU 234, Educational Psychology (3) EDU 349, Teaching in the Intermediate and	Social studies
Middle Grades (3)  B. Professional Education, Methods21  Refer to page 93.	Civilization, (3) HIS 214, American History to 1876 (3)
C. Professional Education, Practicum 6 In the BLOCK semester (last semester of the teacher education program): EDU 439, Observation and Directed	SOC 335, American Ethnic Relations (3) SOC 230 or SOC 260 are strongly recommended as prerequisites.
Teaching (6) D. Recommendations 1. It is strongly recommended that the professional education currently to the professional Party Control Course be	Psychology
taken IN THE ORDER LISTED ABOVE.  2. Block semester can be either semester of the senior year provided that all other professional education courses have been satisfactorily completed.	Natural science
V. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Intermediate Education (4-6) A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test, Code 01, Education in the Elementary School,	Geography (4)  Mathematics

	Cultural arts		D. Recommo
	Health and Physical Education		IN 2. Blo sem all
II.	National Teacher Education (NTE) Requirements for Admission to Teacher Education Refer to page 93.	VI.	hav National To
III.	Major Study Program Requirements in an Area Other than Education		for North ( Grades Edu A. The NTE
IV.	A concentration in Communication Skills, or in Mathematics, or in Science, or in Social Studies. Middle grades education (6-9) teachers are encouraged to have a second concentration.  A. A second concentration is a concentration other than a concentration in communication skills, or in mathematics, or in science, or in social studies.  B. Second concentrations recognized by the N.C. Department of Public Instruction are art, foreign language, music, and reading. Meredith offers a second concentration only in French or in Spanish.	VIII.	Knowled in the stu taken du student's B. To be eli Certifical the stude on the N required in the stu Program Re Education (A. Communication to the N. Communication the sturn of the table
V.	Professional Education Requirements for Middle Grades Education (6-9) Students (24 sem. hrs.) A. Professional Education, General		1. The Geof the Control of the Contr
	EDU 349, Teaching in the Intermediate and Middle Grades (3)		ENC ENC (3
	B. Professional Education, Methods		ENC ENC EX ENC EDU
	In the BLOCK semester (last semester of the teacher education program): EDU 438, Field Experiences: Middle Grades and Secondary (7-9) (1)		(3 SPE 5.Subject stated in
	EDU 466, Preadolescent and Adolescent Behavior (3)		Grades Require
	EDU 441, Introduction to Audio/Visual Materials (1)  EDU 471, Reading in the Content Areas (1.3)		B. Foreign La
	EDU 471, Reading in the Content Areas (1-3) C. Professional Education, Practicum 6 In the BLOCK semester (last semester of the teacher education program):		1.The Ger of the C 2.The spe
	EDU 439, Observation and Directed		Education S

Teaching (6)

III.

- endations
  - s strongly recommended that the fessional education courses be taken THE ORDER LISTED ABOVE.
  - ck semester can be taken in either ester of the senior year provided that other professional education courses re been satisfactorily completed.
- eacher Education (NTE) Requirements Carolina Initial certification in Middle cation (6-9)
  - Core Battery Test III, Professional ge, and the NTE Specialty Area Test ident's area of concentration must be ring, or after, the last semester of the teacher preparation program.
  - gible for the North Carolina Initial te in Middle Grades Education (6-9). ent must make a minimum score of 644 TE CB Test III and the minimum score on the NTE Specialty Area Test ident's area of concentration.
- equirements for Middle Grades Teacher 6-9)
  - ication Skills (6-9)
    - neral Education program requirements College
    - ecific requirements within the General on program
    - Study Program in an area other than
    - tration in Communication Skills . . . . 24 G 111, Principles of Writing (3)

3 201, Major British Authors (3) 206, Survey of American Literature

G Literature elective (3)

358, Advanced Composition: spository and Technical (3)

G 240 Introduction to Films (3)

J 471, Reading in the Content Areas

- 225, Fundamentals of Speech (3)
- matter methods and practicum as n Program Requirements for Middle Education, Professional Education
- anguage (6-9) (Second concentration
  - neral Education program requirements College
  - cific requirements within the general on program
  - 3. Major Study Program in an area other than Education

4.A concentration in communication skills,	4. A concentration in Mathematics
mathematics, science, or social studies	MAT 110, Elementary Functions (3)
The French Concentration	MAT 221, Calculus I (4)
French	MAT 220, Linear Algebra,
FRE 204, Structural French and FRE 205, Intermediate French I;	or MAT 212, Calculus II (3)
or	MAT 250, Introduction to Mathematical
FRE 205, Intermediate French I and	Reasoning (1)
FRE 206, Intermediate French II (6)	MAT 245, Basic Statistics,
FRE 304, French Civilization (3)	or
FRE 305, French Conversation and Phonetics (3)	MAT 340, Introduction to Probability (3) MAT 334, Modern College Geometry (3)
FRE 306, Advanced Grammar,	MAT 910, Topics in Mathematics for
Composition and Linguistics (3)	Middle
FRE 364, French Literature to 1789,	Grades (6-9) Certification (1)
Or	4. Computer Science
FRE 365, French Literature from 1789 to the Present (3)	CSC 100/101, Introduction to Computing and Introduction to a Language,
Subject matter methods and practicum as	or
stated in Program Requirements for Middle Grades Education, Professional	CSC 201, Computer Programming (3)
Education Requirements.	5. Subject matter methods and practicum as
The Spanish Concentration	stated in Program Requirements for Middle Grades Education, Professional Education
Spanish	Requirements
SPA 204, Structural Spanish, and	D. Science (6-9)
SPA 205, Intermediate Spanish I;	1. The General Education requirements of the
or	College
SPA 205, Intermediate Spanish I, and SPA 206, Intermediate Spanish II (6)	2. The specific requirements within the General
SPA 304, Spanish Civilization (3)	Education Program  3.A Major Study Program in an area other
SPA 305, Advanced Conversation and	than Education
Phonetics (3)	4. A concentration in Science
SPA 306, Advanced Grammar, Conversation and Composition (3)	BIO 101, General Biology I (3)
SPA 364, Spanish Literature to 1800,	BIO 141, General Biology I Lab (1)
or	CHE 111, General Chemistry I(3) CHE 141, General Chemistry I Lab (1)
SPA Spanish Literature from 1800 to	PHY 204, Principles of Physics (3)
Present (3)	GEO 204, Elements of Physical
Subject matter methods and practicum as	Geography (4)
stated in Program Requirements for Middle Grades Education, Professional	5. Subject matter methods and practicum as
Education Requirements	stated in Program Requirements for Middle
SPA 764, The Teaching of a Foreign	Grades Education, Professional Education Requirements.
Language (3)	E. Social Studies (6-9)
EDU 439, Observation and Directed	1. The General Education requirements of the
Teaching (6) C. Mathematics (6-9)	College
1. The General Education program requirements	<ol><li>The specific requirements within the General Education Program</li></ol>
of the College 2.The specific requirements within the General	3.A major study program in an area other tha
Education Program	Education
3. Major Study Program in an area other than	4. A concentration in Social Studies
Education	HIS 101, Emergence of Western Civilization, or
	IS 103, Modern Western Civilization (3)

and one advanced three-hour

course in religion

HIS 214, American History to 1876,	F. The BLOCK Courses
or	EDU 438, Field Experiences: Middle Grades
HIS 215, American History Since 1876 (3)	and Secondary
HIS 224, Introduction to Non-Western	EDU 439, Observation and Directed Teaching
Civilization (3)	(9-12)
HIS 520, North Carolina History (3)	EDU 441, Introduction to Audio/Visual
ECO 210, Principles of Economics (3)	Materials (1)
ECO 374, Consumer Economics (3)	EDU 466, Preadolescent and Adolescent
GEO 205, World Regional Geography (3)	Behavior
POL 100, American Political Systems, or	EDU 467, The Secondary School
POL 200, Parties and Pressure Groups (3)	IV. National Teacher Education Requirements for
5. Subject matter methods and practicum as	Admission to Teacher Education
stated in Program Requirements for Middle	A. The NTE Core Battery Test I, Communication
Grades Education, Professional Education	Skills, and the NTE Core Battery Test II,
Requirements.	General Knowledge, must be taken at the end of
6.In addition to the above, the following	the sophomore year.
courses are strongly recommended:	B. To be admitted formally to the Teacher
HIS 306, The Soviet Union in the 20th	Education Program, the student must make a
Century	minimum score of 636 on the NTE CBT I and a
GEO 368, Political Geography	minimum score of 631 on the NTE CBT II.
GEO 300, I officeal Geography	1. The tests may be taken more than once.
	2. Admission policies operate to limit the
Secondary Teacher Education	progression of potential candidates in
Secondary Teacher Education	teacher education programs to
(Grades 9-12) Programs	introductory courses only, or to no more
Students who expect to obtain an initial N.C.	than one-half of the total professsional
certificate to teach at the secondary education (9-12)	studies program, exclusive of student
level must meet both the course and minimum semester	teaching, until formal admission
hour requirements listed below.	requirements (including the minimum
I. All College requirements for graduation including:	required scores on the NTE CBT I and II)
A. General education requirements.	have been satisfied.
B. The major study requirements.	V. Program Requirements for Secondary Teacher
II. Minimum semester hours in the secondary education	Education (9-12)
(9-12) certification subject areas:	A. Biology
A. Biology	1. General Education Program Requirements
B. Chemistry	Humanities and Fine Arts27-30
C. English	English Composition (3-6)
D. French	
E. Mathematics	Foreign Language (6)
F. Science (biology and chemistry)42	Literature (6)
G. Social Studies	A three-hour course in major
(anthropology, economics, cultural geography,	British authors
history, politics, sociology)	and
H. Spanish	A three-hour course in English,
	American, or world literature
III. Minimum semester hours in professional education	or
and related courses:	Any literature course in a
A. EDU 232, Foundations of American Education 3	foreign language
B. EDU 234, Educational Psychology3	Religion (6)
C. PSY 205, Psychology of Exceptional	A six-hour introduction to the
Individuals 3	Old and New Testaments
(Prerequisite: EDU 234 or PSY 100)	or
D. SOC 335, American Ethnic Relations	A three-hour introduction to
E. METHODS 764	Biblical literature and history

Fine Arts (6)	BIO 222, Invertebrate Zoology (2)
Chosen from at least two of the following categories: art, dance	and BIO 242, Invertebrate Zoology Lab
(theory or history), music, philosophy, speech, theatre	(2) or
Social and Behavioral Sciences 12	BIO 214, Parasitology (3) and
HIS 101, The Emergence of	BIO 245, Parasitology Lab (1)
Western Civilization	BIO 211, Advanced Plant Science
or	(3) and
HIS 102, Modern Western	BIO 241, Advanced Plant Science
Civilization (3)	Lab (1)
PSY 205, The Psychology of	Or
Exceptional Individuals (3)	BIO 311, Histology (3) and BIO 346, Histology Lab (1)
SOC 335, American Ethnic	or
Relations (3)	BIO 234, Principles of Ecology (3)
Elective (3)	and
Must include one of the	BIO 244, Principles of Ecology Lab
following categories: economics, cultural geography, sociology	(1)
and anthropolgy, politics,	BIO 321, Comparative Anatomy
psychology	(2) and
Mathematics and Natural Sciences 13	BIO 345, Comparative Anatomy Lab (2)
One laboratory course chosen from	or
biology, chemistry, or physics (4)	BIO 322, Human Anatomy and
or	Physiology (3) and
One course in mathematics (3)	BIO 342, Human Anatomy and
Electives (6)	Physiology Lab (1)
Must include at least two of the following categories: biology,	Plus elective biology hours to total
chemistry, physical geography,	30
physics, or mathematics	Chemistry
Health and Physical Education 4-5	CHE 111, General Chemistry I (3) CHE 141, General Chemistry I Lab
Must include four activity courses	(1)
or	CHE 112, General Chemistry II (3)
Three activity courses and a two-	CHE 142, General Chemistry II Lab
hour course in health or first aid.	(1)
A major study program in biology chosen from	CHE 221, Organic Chemistry I (3)
Bachelor of Arts (major Biology)	CHE 241, Organic Chemistry I Lab (1)
Bachelor of Science (major Biology)	Mathematics
Bachelor of Arts	MAT 211, Calculus I (4)
Biology	
BIO 101, General Biology I (3)	Bachelor of Science
BIO 141, General Biology I Lab (1)	Biology
BIO 102, General Biology II (3) BIO 142, General Biology II Lab	BIO 141, General Biology I (3)
(1)	BIO 102, General Biology II (3)
BIO 334, Microbiology (3)	BIO 142, General Biology II Lab
BIO 344, Microbiology Lab (1)	(1)
One course from each of the	BIO 331, Genetics (3)
following:	BIO 341, Genetics Lab (1) BIO 334, Microbiology (3)
BIO 331, Genetics (3) and	BiO 344, Microbiology (3) BiO 344, Microbiology Lab (1)
BIO 341, Genetics Lab (1)	DIO 014, Microbiology Lab (1)
or BIO 231, Human Genetics (3)	

	One course from each of the following:	CHE 222, Organic Chemistry II (3) CHE 242, Organic Chemistry II
	BIO 499, Seminar (2)	Lab (1)
	or Special Studies (2)	Physics
	BIO 321, Comparative Anatomy	PHY 211, General Physics I (3) PHY 241, General Physics I Lab (1)
	(2) and BIO 345, Comparative Anatomy Lab (2)	PHY 212, General Physics II (3) PHY 242, General Physics II Lab (1)
	or BIO 436, Biochemistry (3) and BIO 446, Biochemistry Lab (1)	Mathematics
	BIO 222, Invertebrate Zoology (2)	3. Professional Education
	and BIO 242, Invertebrate Zoology Lab (1)	Professional Education, General 13 Refer to page 93.
	or	B. Chemistry
	BIO 214, Parasitology (3) and BIO 245, Parasitology Lab (1)	General Education Program Requirements     Humanities and Fine Arts27-30
	BIO 323, Vertebrate Physiology (3)	English Composition (3-6)
	and	Foreign Language (6)
	BIO 343, Vertebrate Physiology	Literature (6)
	Lab (1) or BIO 322, Human Anatomy and	A three-hour course in major British authors and
	Physiology (3) and BIO 342, Human Anatomy and Physiology Lab (1)	and A three-hour course in English, American, or world literature
	BIO 211, Advanced Plant Science	or
	(3) and BIO 241, Advanced Plant Science	Any literature course in a foreign language
	Lab (1)	Religion (6)
	or	A six-hour introduction to the
	BIO 311, Histology (3) and BIO 346, Histology Lab (1)	Old and New Testaments or
	or BIO 234, Principles of Ecology (3)	A three-hour introduction to Biblical literature and history
	and BIO 244, Principles of Ecology Lab	and one advanced three-hour course in religion
		Fine Arts (6)
	Plus elective biology hours to total 36.	Chosen from at least two of the following categories: art,
	Students who choose BIO 321	dance (theory or history),
	and 345 may not choose BIO 322 and 342.	music, philosophy, speech, theatre
		Social and Behavioral Sciences 12
(	Chemistry	HIS 101, The Emergence of Western Civilization (3)
	CHE 141, General Chemistry I	or
	Lab (1)	HIS 102, Modern Western
	CHE 112, General Chemistry II (3) CHE 142, General Chemistry II Lab	Civilization
	(1)	PSY 205, The Psychology of Exceptional Individuals (3)
	CHE 221, Organic Chemistry I (3)	· · · · · · · · · · · · · · · · · · ·
	CHE 241, Organic Chemistry I Lab	SOC 335, American Ethnic Relations (3)

Elective (3)	Physics
Must include one of the	PHY 211, General Physics I (3)
following categories:	PHY 241, General Physics I Lab (1
economics, cultural	PHY 212, General Physics II (3)
geography, sociology and	PHY 242, General Physics II Lab
anthropology, politics,	(1)
psychology	Biology
Mathematics and Natural Sciences 13	BIO 101, General Biology I (3)
One laboratory course chosen from	Bachelor of Arts
biology, chemistry, or physics (4)	
One course in mathematics (3)	Chemistry
Electives (6)	CHE 111, General Chemistry I (3) CHE 141, General Chemistry I Lab
Must include at least two of	(1)
the following categories:	CHE 112, General Chemistry II (3)
biology, chemistry, physical	CHE 142, General Chemistry II (a)
geography, physics, or	(1)
mathematics	CHE 221, Organic Chemistry I (3)
Health and Physical Education 4-5	
Must include four activity courses	CHE 241, Organic Chemistry I Lab (1)
or	CHE 222, Organic Chemistry II (3)
Three activity courses and a two-	CHE 242, Organic Chemistry II
hour course in health or first aid	Lab (1)
nour course in health of first aid	CHE 350, Quantitative Analytical
	Chemistry (4)
Bachelor of Science	CHE 499, Seminar (1)
Chemistry	Chemistry Electives(9)
CHE 111, General Chemistry I (3)	•
CHE 141, General Chemistry I Lab	Mathematics
(1)	MAT 211, Calculus I (4)
CHE 112, General Chemistry II (3)	MAT 212, Calculus II (3)
CHE 142, General Chemistry II Lab	Physics
(1)	PHY 211, General Physics I (3)
CHE 221, Organic Chemistry I (3)	PHY 241, General Physics I Lab (1
CHE 241, Organic Chemistry I Lab	PHY 212, General Physics II (3)
(1)	PHY 242, General Physics II Lab
CHE 222, Organic Chemistry II (3)	(1)
CHE 242, Organic Chemistry II	2. Professional Education
Lab (1)	Professional Education, General 1
CHE 350, Quantitative Analytical	Refer to page 93.
Chemistry (4)	C. English
CHE 401, Research (1)	General Education Program Requirement
CHE 420, Chemical	Humanities and Fine Arts27-3
Thermodynamics and Kinetics	English Composition (3-6)
(3)	•
CHE 430, Atomic and Molecular	Foreign Language (6)
Structure (3)	Literature (6)
CHE 499, Chemistry Seminar (1) CHE Electives (8)	A three-hour course in major
	British authors
Mathematics	and
MAT 211, Calculus I (4)	A three-hour course in
MAT 212, Calculus II (3)	English, American, or world
MAT 220, Linear Algebra (3)	literature
MAT 354, Differential Equations	or
(3)	any literature course in a
	foreign language

Religion (6)	ENG 351, Old English (3)
A six-hour introduction to the	ENG 352, Chaucer (3)
Old and New Testaments	ENG 355 or 356, Shakespeare (3)
or	ENG 358, Advanced Composition:
A three-hour introduction to	Expository and Technical (3)
Biblical literature and history	ENG 374, Techniques of Literary
and one advanced three-hour	Research (1)
course in religion	ENG 375, Research Project (1)
Fine Arts (6)	ENG 240, Introduction to Films (3)
Chosen from at least two of	From the following courses,
	prospective teachers must take 10
the following categories: art,	
dance (theory or history),	hours, including one seminar and one course in 20th-century literature:
music, philosophy, speech,	
theatre	ENG 340, Development of the
Social and Behavioral Sciences 12	British Novel(3)
HIS 101, The Emergence of	ENG 357, Milton Seminar (3)
Western Civilization (3)	ENG 359, American Literature
or	Seminar (3)
HIS 102, Modern Western	ENG 364, English and American
Civilization	Poetry of the 20th Century (3)
PSY 205, The Psychology of	ENG 365, English Poetry of the
Exceptional Individuals (3)	Romantic Period (3)
	ENG 367, English Poetry of the
SOC 335, American Ethnic	Victorian Period (3)
Relations (3)	ENG 368, English Literature of the
Elective (3)	18th Century (3)
Must include one of the	ENG 370, English and American
following categories:	Prose of the 20th Century (3)
economics, cultural	ENG 498, Senior Seminar (3)
geography, sociology and	All prospective teachers are strongly
anthropology, politics,	urged to take one course in speech or
psychology	theatre.
Mathematics and Natural Sciences 13	
One laboratory course chosen from	3. Professional Education
biology, chemistry, or physics (4)	Professional Education, General 1
	Refer to page 93.
One course in mathematics (3)	D. French
Electives (6)	
Must include at least two of	1. General Education Program Requirements
the following categories:	Humanities and Fine Arts27-3
biology, chemistry, physical	English Composition (3-6)
geography, physics, or	Foreign Language (6)
mathematics	Literature (6)
Health and Physical Education 4-5	A three-hour course in major
Must include four activity courses	British authors
or	and
Three activity courses and a two-	A three-hour course in
hour course in health or first aid	English, American, or world
major study program in English	literature
English	or
•	any literature course in a
All prospective teachers of English	foreign language
take the following courses:	
ENG 111, Principles of Writing (3)	
ENG 201, Major British Writers (3)	
ENG 202, Development of English	
Literature (3)	
ENG 206, Survey of American	
Literature (3)	

2. A

Religion (6)	2. French Concentration for Secondary (9-12)
A six-hour introduction to the	Teacher Certification
Old and New Testaments	French
or	Courses Required:
A three-hour introduction to	FRE 204, Structural French
Biblical literature and history and one advanced three-hour	and
course in religion	FRE 205, Intermediate French I
Fine Arts (6)	FRE 205, Intermediate French I
Chosen from at least two of	and
the following categories: art,	FRE 206, Intermediate French II (6)
dance (theory or history),	FRE 305, Advanced Conversation
music, philosophy, speech,	and Phonetics (3)
theatre	FRE 306, Advanced Grammar,
Social and Behavioral Sciences 12	Composition and Linguistics (3)
HIS 101, The Emergence of	Electives:
Western Civilization (3)	FRE 304, French Civilization (3)
or	FRE 364, French Literature to 1789
HIS 102, Modern Western	(3)
Civilization	FRE 365, French Literature from 1789 to the Present (3)
PSY 205, The Psychology of	FRE 366, French Romanticism (3)
Exceptional Individuals (3)	FRE 367, French Realism and
SOC 335, American Ethnic	Symbolism (3)
Relations (3)	FRE 369, Contemporary French
Elective (3)	Literature (3)
Must include one of the	FRE 301, French for Careers (3)
following categories:	FRE 368, Modern French Literature
economics, cultural geography, sociology and	(3)
anthropology, politics,	FRE 394, Seminar in Seventeenth
psychology	Century (3) FRE 395, Seminar in Eighteenth
Mathematics and Natural Sciences 13	Century (3)
One laboratory course chosen from	Foreign Language 301, Life and
biology, chemistry, or physics (4)	Study Abroad (1-3)
One course in mathematics (3)	Methods
Electives (6)	Course Required:
Must include at least two of	FRE 764, The Teaching of a
the following categories:	Foreign Language (3)
biology, chemistry, physical	3. Professional Education
geography, physics, or	Professional Education, General 1
mathematics	Refer to page 93.
Health and Physical Education 4-5	E. Spanish
Must include four activity courses	General Education Program Requirements
or	0

Three activity courses and a two-hour course in health or first aid

## neral Education Program Requirements Humanities and Fine Arts......27-30 English Composition (3-6) Foreign Language (6) Literature (6) A three-hour course in major British authors A three-hour course in

literature or any literature course in a foreign language

English, American, or world

Religion (6)	2. Spanish Concentration for Secondary
A six-hour introduction to the	(9-12) Teacher Certification
Old and New Testaments	Spanish
or	Courses Required:
A three-hour introduction to Biblical literature and history	SPA 204, Structural Spanish
and one advanced three-hour	and
course in religion	SPA 205, Intermediate Spanish I or
Fine Arts (6)	SPA 205, Intermediate Spanish I
Chosen from at least two of	and
the following categories: art,	SPA 206, Intermediate Spanish II
dance (theory or history),	(6)
music, philosophy, speech, theatre	SPA 305, Advanced Conversation
	and Phonetics (3)
Social and Behavioral Sciences 12	SPA 306, Advanced Grammar,
HIS 101, The Emergence of	Conversation and Composition (3)
Western Civilization (3)	·-/
or	Electives:
HIS 102, Modern Western	SPA 304 Spanish Civilization (3)
Civilization	SPA 364, Spanish Literature to
PSY 205, The Psychology of	1800 (3)
Exceptional Individuals (3)	SPA 365, Spanish Literature from 1800 to the Present (3)
SOC 335, American Ethnic	SPA 366, Spanish-American
Relations (3)	Literature to 1875 (3)
Elective (3)	SPA 367, Spanish-American
Must include one of the	Literature from 1825 to Present
following categories:	(3)
economics, cultural	SPA 368, Modern Spanish Drama
geography, sociology and	(3)
anthropology, politics,	SPA 369, Modern Spanish Prose
psychology	and Poetry (3)
Mathematics and Natural Sciences 13	SPA 494, Seminar in the Golden
One laboratory course chosen from	Age of Spain (3)
biology, chemistry, or physics (4)	Foreign Language 301, Life and
One course in mathematics (3)	Study Abroad (1-3)
Electives (6)	Methods
Must include at least two of	Course Required:
the following categories:	SPA 764, The Teaching of a Foreign
biology, chemistry, physical	Language (3)
geography, physics, or	3. Professional Education
mathematics	Professional Education, General 13
Health and Physical Education 4-5	Refer to page 93.
Must include four activity courses	F. Mathematics
or	General Education Program Requirements
Three activity courses and a two-	Humanities and Fine Arts27-30
hour course in health or first aid	English Composition (3-6)
	Foreign Language (6)
	Totelgit Language (0)

Literature (6)  A three-hour course in major	2. A major study program in Mathematics
British authors	Mathematics
and	Mathematics take the following
A three-hour course in	courses:
English, American, or world literature	MAT 110, Elementary Functions (3)
or	MAT 211, Calculus I (4)
any literature course in a foreign language	MAT 212, Calculus II (3)
	MAT 220, Linear Algebra (3)
Religion (6)  A six-hour introduction to the	MAT 250, An Introduction to
Old and New Testaments	Mathematical Reasoning (1) MAT 313, Calculus III
or	MAT 321, Modern Abstract
A three-hour introduction to	Algebra (3)
Biblical literature and history	MAT 334, Modern College
and one advanced three-hour	Geometry (3)
course in religion	MAT 340, Introduction to
Fine Arts (6)	Probability (3)
Chosen from at least two of	From the following courses,
the following categories: art,	prospective teachers must take 6
dance (theory or history), music, philosophy, speech,	hours:
theatre	MAT 245, Basic Statistics (3)
Social and Behavioral Sciences 12	MAT 341, Advanced Probability and Statistics (3)
HIS 101, The Emergence of	MAT 354, Introduction to
Western Civilization (3)	Differential Equations(3)
or	MAT 360, Topics in
HIS 102, Modern Western	Computational Mathematics (3)
Civilization	MAT 410, Advanced Calculus I (3
PSY 205, The Psychology of	MAT 415, Topics in Analysis (3)
Exceptional Individuals (3)	MAT 425, Topics in Algebra (3)
SOC 335, American Ethnic	MAT 434, Topics in Geometry an Topology (3)
Relations (3)	MAT 362, Topics in Discrete
Elective (3)	Mathematics (3)
Must include one of the	From the following courses,
following categories:	prospective teachers must take 3
economics, cultural geography, sociology and	hours:
anthropology, politics,	CSC 100/101, Introduction to
psychology	Computing/Introduction to a
Mathematics and Natural Sciences 13	Language (3)
One laboratory course chosen from	CSC 201, Computer Programming (3)
biology, chemistry, or physics (4)	· ·
One course in mathematics (3)	<ol> <li>Professional Education         Professional Education, General 1     </li> </ol>
Electives (6)	Refer to page 93.
Must include at least two of	Keiel to page 35.
the following categories:	G. Social Studies
biology, chemistry, physical	1. General Education Program Requirements
geography, physics, or	Humanities and Fine Arts27-3
mathematics Health and Physical Education 4-5	English Composition (3-6)
Must include four activity courses	Foreign Language (6)
Three activity courses and a two- hour course in health or first aid	

Literature (6) A three-hour course in major	A major study program in Social Studies     History Knowledge
British authors and	Required for all History Majors and strongly recommended for
A three-hour course in	students majoring in other
English, American, or world literature	social science disciplines HIS 101, The Emergence of
or	Western Civilization
any literature course in a	or
foreign language	HIS 102, Modern Western
Religion (6)	Civilization (3) HIS 200, Introduction to Latin
A six-hour introduction to the Old and New Testaments	American History
or A three-hour introduction to	HIS 224, Introduction to Non-
Biblical literature and history	Western Civilization (3)
and one advanced three-hour course in religion	HIS 214, American History to 1876 or
Fine Arts (6)	HIS 215, American History since
Chosen from at least two of	1876 (3)
the following categories: art,	History Electives:
dance (theory or history), music, philosophy, speech,	HIS 302, English History Since 1066 (3)
theatre	HIS 304, Ancient History (3)
Social and Behavioral Sciences 12 HIS 101, The Emergence of	HIS 306, Soviet Union in the Twentieth Century (3)
Western Civilization (3)	HIS 308, Contemporary Europe Since 1945 (3)
HIS 102, Modern Western	HIS 309, American Business
Civilization	History (3)
PSY 205, The Psychology of	HIS 310, Modern China (3)
Exceptional Individuals (3)	HIS 313, Nineteenth Century America (3)
Electives (6)	HIS 314, Colonial American
Must include two of the following categories:	History (3)
economics, cultural	HIS 319, Contemporary American
geography, sociology and	History Since 1945 (3) HIS 325, Asian Civilization (3)
anthropology, politics,	HIS 333, History of the South (3)
psychology	HIS 520, History of North Carolina
Mathematics and Natural Sciences13	(3)
One laboratory course chosen from biology, chemistry, or physics (4)	Social Science Knowledge 21
One course in mathematics (3)	Students are required to select
Electives (6)	three courses from the recommended courses.
Must include at least two of	Recommended Courses:
the following categories:	ECO 210, Macroeconomic
biology, chemistry, physical	Principles (3)
geography, physics, or mathematics	or ECO 374, Consumer
Health and Physical Education 4-5	Economics (3)
Must include four activity courses	GEO 368, Political Geography (3) POL 100, American Political System (3)
Three activity courses and a two-	SOC 230, Principles of Sociology
hour course in health or first aid	(3)
	or SOC 335, American Ethnic Relations (3)

required scores on the NTE CBT I and II) have been satisfied.

Social Science Electives:	A. Business and Office Education
ECO 211, Microeconomic	1. The General Education Program
Principles (3)	Requirements
GEO 204, Elements of Physical Geography (3)	Humanities and Fine Arts27-30 English Composition (3-6)
POL 303, Contemporary American	Foreign Language (6)
Politics	
or	Literature (6)
POL 200, Parties and Pressure Groups (3)	A three-hour course in major British authors
SOC 260, Cultural Anthropology	and
(3)	A three-hour course in
SOC 231, Social Problems (3)	English, American, or world literature
3. Professional Education	or
Professional Education, General 13	
Refer to page 93.	any literature course in a foreign language
Refer to page 70.	
O C. I.T. I. Floorting Document	Religion (6)
Occupational Teacher Education Programs	A six-hour introduction to the
Students who expect to obtain an initial N.C.	Old and New Testaments
certificate to teach business or home economics must	or
meet both the course and minimum semester hour	A three-hour introduction to
requirements listed below.	Biblical literature and history
I. All College requirements for graduation, including	and one advanced three-hour
A. General education requirements	course in religion
B. The major study requirements	Fine Arts (6)
II. Minimum semester hours in the occupational	Chosen from at least two of
education certification subject areas:	the following categories: art,
A. Business and Office courses,	dance (theory or history),
semester hours	music, philosophy, speech,
B. Home Economics courses,	theatre
semester hours	Social and Behavioral Sciences 12
III. Minimum semester hours in professional education	HIS 101, The Emergence of
and related courses:	Western Civilization (3)
Refer to page 93.	or
IV. National Teacher Education (NTE) Requirements for Admission to Teacher Education	HIS 102, Modern Western Civilization
A. The NTE Core Battery Test I, Communication	PSY 205, The Psychology of
Skills, and the NTE Core Battery Test II,	Exceptional Individuals (3)
General Knowledge, must be taken at the end of	SOC 335, American Ethnic
the sophomore year.	Relations (3)
B. To be admitted formally to the Occupational	Elective (3)
Teacher Education Program, the student must	Must include one of the
make a minimum score of 636 on the NTE CBT I	following categories:
and a minimum score of 631 on the NTE CBT II.	economics, cultural
1 . The tests may be taken more than	geography, sociology and
once.	anthropology, politics,
2. Admission policies operate to limit	psychology
the progression of potential	. ,
candidates in teacher education	Mathematics and Natural Sciences 13
programs to introductory courses	One laboratory course chosen from
only, or to no more than one-half of	biology, chemistry, or physics (4)
the total professional studies	One course in mathematics (3)
program, exclusive of student	
teaching, until formal admission	
requirements (including the minimum	

	Electives (6)  Must include at least two of	В.	Home Economics Education 1. The General Education Program
	the following categories: biology, chemistry, physical geography, physics, or		Requirements Humanities and Fine Arts
	mathematics		Foreign Language (6)
	Health and Physical Education 4-5  Must include four activity courses  or		Literature (6) A three-hour course in major British authors
	Three activity courses and a two-hour course in health or first aid		and A three-hour course in
2.	Basic Business Certification		English, American, or world literature or
	management of 24 hours, and additional courses to meet the competencies for		any literature course in a foreign language
	certification		Religion (6)
	Core ECO 210, Principles – Macro (3) ECO 211, Principles – Micro (3)		A six-hour introduction to the Old and New Testaments
	BUS 230, Accounting Principles I (3) BUS 231, Accounting Principles II (3)		or A three-hour introduction to Biblical literature and history and one advanced three-hour
	BUS 346, Management Principles		course in religion
	(3) BUS 366, Marketing Principles (3) BUS 490, Corporate Finance (3) MAT 245, Basic Statistics (or equivalent) (3)		Fine Arts (6)  Chosen from at least two of the following categories: art, dance (theory or history), music, philosophy, speech, theatre
	Concentration BUS 332, Managerial Accounting (3) BUS 400, Business Bolives (2)		Social and Behavioral Sciences 12 HIS 101, The Emergence of Western Civilization (3)
	BUS 499, Business Policy (3) BUS 384, Business Communication and Reports (3) BUS 454, Business Law (3)		or HIS 102, Modern Western Civilization
	BUS 480, Business Internship (3) Approved electives, selected from		PSY 205, The Psychology of Exceptional Individuals (3)
	BUS 110, 333, 446, 448, 466, 468, 492, 494 and ECO 310, 311, 364, 455 (9)		SOC 335, American Ethnic Relations (3)
	364, 455 (9) Required Courses Not Counted in		Elective (3)  Must include one of the
	Major BUS 220, Typewriting (3) ECO 374, Consumer Economics (3) CSC 100, Introduction to Computing (2)		following categories: economics, cultural geography, sociology and anthropology, politics, psychology
	CSC 101, Introduction to a Language (1) CSC 211, Cobol Programming (3)		Mathematics and Natural Sciences 13 Two laboratory courses chosen from biology, chemistry, or physics
3.	Professional Education		(8)
	Refer to page 93.		One course in mathematics (3)

Refer to page 93.

Electives (2) Chosen from biology, chemistry, physical geography, physics, or mathematics Health and Physical Education 4-5 Must include four activity courses or	School Social Service Worker Program Students may wish to earn the N.C. school social service worker certificate. Program requirements for School Social Work Personnel follow:  1 . The General Education Program Requirements Humanities and Fine Arts27- English Composition (3-6)
Three activity courses and a two- hour course in health or first aid	Foreign Language (6)
2. A Major Study Program in Home Economics Child Development and Family Relationships	Literature (6)  A three-hour course in major British authors and A three-hour course in English, American, or world literature or any literature course in a foreign language Religion (6)  A six-hour introduction to the Old and New Testaments or A three-hour introduction to Biblical literature and history and one advanced three-hour course in religion Fine Arts (6)  Chosen from at least two of
HEC 227, Nutrition (3) HEC 327, Institutional Foods (3) HEC 328, Food Service Equipment (3)	the following categories: art, dance (theory or history), music, philosophy, speech,
Interior Design and Housing 6 HEC 245, Housing (3) HEC 246, Home Furnishings Materials (3)	theatre Social and Behavioral Sciences HIS 101, The Emergence of Western Civilization (3) or HIS 102, Medical Medical
Consumer Resource Management 9 HEC 355, Home Management Resources (3) HEC 455, Home Management Residence (3) ECO 374, Consumer Economics (3) Senior Seminar	HIS 102, Modern Western Civilization PSY 205, The Psychology of Exceptional Individuals (3) Electives (6) Must include two of the following categories: economics, cultural
Additional Hours 6 Students must select 6 additional hours of Home Economics for	geography, sociology and anthropology, politics, psychology
depth in an area. They are strongly urged to pursue a concentration in one of the occupational areas.	Mathematics and Natural Sciences One laboratory course chosen from biology, chemistry, or physics (4)
<ol> <li>Professional Education         Professional Education, General 13     </li> </ol>	One course in mathematics (3)

	Electives (6)	4. National Teacher Education (NTE)
	Must include at least two of	Requirements for Admission to Teacher
	the following categories:	Education
	biology, chemistry, physical	The NTE Core Battery Test I,
	geography, physics, or	Communications Skills, and the NTE
	mathematics	Core Battery Test II, General
	Health and Physical Education 4-5	Knowledge, must be taken at the end
	Must include four activity courses	of the sophomore year.
	or	To be formally admitted to the
	Three activity courses and a two-	Teacher Education Program, the
	hour course in health or first aid	
		student must make a minimum score
2.	Specific Requirements for Social Work	of 636 on the NTE CBT I and a
	Major	minimum score of 631 on the NTE
	Specified Liberal Arts Courses 22	CBT II.
	(May also count toward general	The tests may be taken more than
	education requirements)	once.
	BIO 101, General Biology I (3)	Admission policies operate to limit
	SOC 230, Principles of Sociology	the progression of potential
	(3)	
		candidates in teacher education
	PSY 100, General Psychology (3)	programs to introductory courses
	PSY 206, Psychology of Sex Roles	only.
	(3)	The NTE Core Battery Test III,
	SOC 335, American Ethnic	Professional Knowledge, must be
	Relations (3)	taken during or after the last semester
	POL 100, American Political	of the student's preparation program.
	System (3)	The state of the property of the state of th
	SOC 374, Social Research (3)	
	SOC 375, Social Research Lab (1)	Special Subject Area Teacher Education
	Social Work Courses	(Grades K-12) Programs
		•
	SWK 240, Social Work as a	I. Art (K-12)
	Profession (3)	A. All College requirements for graduation.
	SWK 301, The American Social	<ul> <li>B. Minimum semester hours in teaching field for</li> </ul>
	Welfare System (3)	grades K-12.
	SWK 302, Social Policy Analysis	Art courses, semester hours
	(3)	, , , , , , , , , , , , , , , , , , , ,
	SWK 303, Human Behavior in the	C. General Education Program Requirements
	Social Environment (3)	Humanities and Fine Arts27-30
	SWK 304, Social Work Practice I	English Composition (3-6)
	(3)	_ ~
	SWK 401, Social Work Practice II	Foreign Language (6)
	(3)	Literature (6)
	SWK 402, Social Work Field	A three-hour course in major
	Experience (10)	British authors
	SWK 403, Field Instruction	and
	Seminar (2)	A three-hour course in
		English, American, or world
	SWK 404, Research Applications	
	for Social Work Practice (2)	literature
3.	Professional Education 12	or
	EDU 232, Foundations of American	Any literature course in a
	Education (3)	foreign language
	EDU 234, Educational Psychology	Religion (6)
	(3)	A six-hour introduction to the
	PSY 205, The Psychology of	Old and New Testaments
	Exceptional Individuals (3)	or
	SWK 405, Social Work in Public	A three-hour introduction to
	Schools (3)	Biblical literature and history
	SCHOOLS (S)	and one advanced three-hour
		course in religion

Fine Arts (6)	E. Other Required Art Courses
Chosen from at least two of	ART 200, Ceramics (3)
the following categories: art,	ART 265, Sculpture (3)
dance (theory or history),	ART 270, Fiber or Metal Crafts (3)
music, philosophy, speech,	ART 350 or ART 351, Printmaking (3)
theatre	ART 310, Advanced Painting (3)
Social and Behavioral Sciences 12	Art History Elective (3)
HIS 101, The Emergence of	F. Professional Education Courses 2
Western Civilization (3)	EDU 232, Foundations of American
or	Education (3)
HIS 102, Modern Western	EDU 234, Educational Psychology (3)
Civilization	EDU 471, Reading in the Content Area (1)
PSY 205, The Psychology of	ART 734, Theory and Methods of Teaching
Exceptional Individuals (3)	Art K-6 (3)
SOC 335, American Ethnic	ART 735, Theory and Methods of Teaching
	Art K-12 (3)
Relations (3)	EDU 439, Observation and Directed Teaching
Elective (3)	(6)
Must include one of the	EDU 441, Introduction to Audio/Visual
following categories:	Materials (1)
economics, cultural	G. National Teacher Education (NTE) Requirements
geography, sociology and	for North Carolina Initial Certification in Specia
anthropology, politics,	Subject Area Programs (K-12)
psychology	1. The NTE Core Battery Test III,
Mathematics and Natural Sciences 13	Professional Knowledge, and the NTE
One laboratory course chosen from	Specialty Area Test in the student's area
biology, chemistry, or physics (4)	of concentration must be taken during, or
One course in mathematics (3)	after, the last semester of the student's
	teacher preparation program.
Electives (6)	2. To be eligible for the North Carolina
Must include at least two of	Initial Certificate in Art K-12, the student
the following categories:	must make a minimum score of 644 on
biology, chemistry, physical	the NTE CB Test III and the minimum
geography, physics, or	required score on the NTE Specialty Area
mathematics	Test in the student's area of concentration
Health and Physical Education 4-5	
Must include four activity courses	II. Music (K-12)
Or	A. All College requirements for graduation.
Three activity courses and a two- hour course in health or first aid	B. Minimum semester hours in teaching field for
nour course in health or first aid	grades K-12.
D. The Construction	Music courses, semester hours
D. The Core Curriculum	C. Program Requirements for Music Education (K-12
ART 101, Drawing I (3)	Liberal Arts and Sciences
ART 102, Drawing II (3)	English Composition (3)
ART 103, Basic Color and Design (3)	
ART 104, Basic 3-D Design (3) ART 100, Theory and Practice of the Visual	Major British Writers (3)
Arts (2)	Foreign Language (6)
	(Students will be placed at the
ART 120, Introduction of Art History (3) ART 322, Modern Art History (3)	appropriate level by the Department o
ART 210, Painting I (3)	Foreign Languages)
	Religion (6)
ART 492, Senior Project (Exhibit, Portfolio, or Research) (1)	History of Western Civilization, 101 o
Electives in art courses numbered 200 or	102 (3)
above, three of which must be in Art	American Ethnic Relations, Sociology
History (9)	335 (3)
Instory (7)	Mathematics (3)
	Mathematics (3)

Natural Science (select from Biology, Chemistry, Physical Geography, Physics) (3-4)
Health and Physical Education (select four activity courses or two activity courses and one two-hour course in health or first aid) (4) Electives in Liberal Arts and Sciences
(4)
Psychology of the Exceptional Individual (3)
Music and Professional Education 8
Theory 100, 101, 202, 203 (12)
Ear Training 150, 151, 252, 253 (4)
Keyboard 140, 141, 242, 243 (4)
Music Literature 215 (2)
Music History 310, 311, 312, 313 (8)
Winds and Percussions 070 (4)
String Instruments 060 (2)
Guitar Lab 068 (1)
Instrumentation 304 (1)
Choral Arranging 308 (2)
Conducting 300, 301 (4)
Principal Applied Study (14)
Second Applied Study(ies) (3) Students whose principal applied
study is not voice should take
three hours of voice as
secondary applied or
elective
Graduation Recital 490 (1)
Keyboard Proficiency
Materials and Methods, Elementary 720 (2)
Materials and Methods, Middle 721 (2)
Materials and Methods, Secondary 722 (2
Educational Psychology (3)
Foundations of American Education (3)
Student Teaching 439 (Block) (6)
Electives in Music, Professional Education, or Psychology (0-2)
Reading, Education 344 or 471 (1-3)
EDU 441, Introduction to Audio/Visual Materials (1)

D. National Teacher (NTE) Requirements for North Carolina Initial Certification in Special Subject Area Programs (K-12)

 The NTE Core Battery Test III, Professional Knowledge, and the NTE Special Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.

2 . To be eligible for the North Carolina Initial Certificate in Music K-12, the student must make a minimum score of 644 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

#### III. Reading Certification (K-12)

The student must have a teaching certificate in some area other than reading or be enrolled in a program leading to an initial N.C. teaching certificate in some area other than reading.

A student who wishes to add reading certification to the existing or proposed initial certification must meet the requirements listed below.

A. Prerequisites

EDU 344, Communication Skills in the
Elementary School
EDU 455, Literature in the Elementary
School
B. Additional requirements
EDU 470, Survey of Reading2
EDU 471, Reading in the Content
Areas
EDU 472, Diagnosis of Reading Ability 2
EDU 473, Remedial Reading Instruction 2
EDU 474, Reading Practicum 3

#### **Education Courses**

Foundations of American Education, EDU 232, is recommended as the first course in the professional sequence.

## EDU 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural/historical foundations perspective including an understanding of the American educational goal. Consideration is given to educational organization, finance, law, administration and curricula, as well as current issues facing American schools. School related observations required. Credit, three hours.

### **EDU 234 EDUCATIONAL PSYCHOLOGY**

A study of the philosophical principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. School observations required. Credit, three hours.

**Fducation** 

## EDU 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon the major aspects of reading instruction. Included in the course is an intensive study of the major word attack skills. The relationship of phonology to orthography is explored, and strategies for teaching interrelated phonics and structural analysis skills are developed.

The particular needs of the early childhood and intermediate teacher will be considered. School observations required. *Credit, three hours.* 

## EDU 348 PERSPECTIVES IN EARLY CHILDHOOD EDUCATION

A review of the historical, philosophical, and psychological foundations of early childhood education. Emphasis will also be given to the development of concepts in young children. School observations required. Credit, three hours.

## EDU 349 TEACHING IN THE INTERMEDIATE AND MIDDLE SCHOOLS

A study of the structure and function of intermediate and middle schools with emphasis on the role of the teacher. Consideration is given to curriculum, planning and evaluation, instructional materials and resources, teacher-parent relationships, records, and reports. Fall. School observations required. Credit, three hours.

#### EDU 438 FIELD EXPERIENCES: MIDDLE AND SECONDARY GRADES

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 30 hours in a middle school or secondary school setting will be required. Block course. Pass-fail. Credit, one hour.

# EDU 439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience at the appropriate grade level in a school setting:

Early childhood education students at the K-4 grade levels only

Intermediate education students at the 4-6 grade levels only

Middle grades education students at the 6-9 grade levels only

Secondary education students at the 9-12 grade levels only

Special subject area education students at the K-12 grade levels only

Occupational education students 7-12 levels, home economics; 9-12 levels, business)

Weekly seminars are arranged. Fee \$150.00. Block course. Pass-fail grading only. Credit, six hours.

#### Student Teaching Requirements

The following requirements must be met before a student is permitted to register for student teaching.

- A. An overall grade point average of 2.00 or above to have been achieved by the end of the term prior to student teaching.
- B. Observation and participation in the public schools.
- C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness.
- D. Current enrollment in, or satisfactory completion of, all required methods courses.
- E. The required physical exam for public school teachers.
- F. Filing of an application for student teaching placement with the Department of Education.

### EDU 440 SEMINAR IN EDUCATION

(Early Childhood and Intermediate)

A study of the current issues having a direct influence upon educational practice and research. School observations required. Block course. Pass-fail grading only. Credit, one hour.

## EDU 441 INTRODUCTION TO AUDIO/VISUAL MATERIALS

A hands-on course designed to familiarize students with audio/visual equipment and materials necessary to enhance instruction in the public school classroom. Block course. Pass-fail. Credit, one hour.

# EDU 455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course. Credit, two hours.

## EDU 456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of mathematics in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. Credit, two hours.

#### EDU 457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of science in the elementary school with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course. Credit, two hours.

## EDU 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. Credit, two hours.

# EDU 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and problems of preadolescents and adolescents, with consideration of the psychological basis of preadolescent and adolescent behavior, including measurement procedures and research results. Block course, Credit, three hours.

#### **EDU 467 THE SECONDARY SCHOOL**

A study of the secondary school in America. Emphasis is given to historical development, issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and evaluation. Block course. Credit, three hours.

#### **EDU 470 SURVEY OF READING**

A study of the methods, materials, and basic research in developmental reading. Emphasis is given to identifying, selecting, and evaluating reading methodologies, programs, and materials. Credit, two hours.

#### **EDU 471 READING IN THE CONTENT AREAS**

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit or grade and three hours credit.

#### **EDU 472 DIAGNOSIS OF READING ABILITY**

A study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic techniques. Emphasis is given to determining students' interests and readiness for reading and to measuring mastery of basic reading skills. Credit, two hours.

#### **EDU 473 REMEDIAL READING INSTRUCTION**

A study of the various ways of meeting the needs of ndividuals and groups by prescribing reading programs based upon diagnosis of needs and knowledge of methods and materials. Emphasis is given to developing study guides, modifying text material, and locating supplementary materials. Credit, two hours.

#### **EDU 474 READING PRACTICUM**

Designed to provide tutoring experiences which interrelate reading and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading instructional programs for students including continuous diagnosis, selection and use of materials, and developing reading record-keeping procedures. Credit, three hours.

#### Methods Courses

A specific methods course is offered for each teacher certification program. In this course the student is introduced to the methods used in the student's teaching field and teaching levels.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

- 734 Methods in the Teaching of Art. Credit, three hours.
- 744 Art in the Elementary School. Credit, two hours.
- 764 The Teaching of Science. Credit, three hours.
- 764 The Teaching of Business. Credit, three hours.
- 764 The Teaching of Foreign Language. Credit, three hours.
- 764 The Teaching of English. Credit, three hours.
- 744 Health Education in the Elementary School. Credit, two hours.
- 744 Physical Education in the Elementary School. Credit, two hours.
- 764 The Teaching of Social Studies. Credit, three hours.
- 764 Methods of Teaching Home Economics. Credit, three hours.
- 764 Methods of Teaching Mathematics. Credit, three hours.
- 720 Materials and Methods for Teaching Music in Grades K-4. Credit, two hours.
- 721 Materials and Methods for Teaching Music in Grades 4-6. Credit, two hours.
- 722 Materials and Methods for Teaching Music in Grades 7-12. Credit, two hours.
- 744 Music in the Elementary School. Credit, two hours.

### **ENGLISH**

Professor Brewer, Head; Professors Knight and Gilbert; Associate Professors English and Taylor; Assistant Professors Walton, Jackson, and Furnish; Instructor, Miller; Writer-in-Residence Suzanne Newton; Adjuncts Bowers, Britt, Colby, McGregor, and Steinmetz.

The courses offered by the Department of English are designed to foster in the student

- · the ability to think logically and independently
- · skills in speaking and writing
- · an appreciation for and enjoyment of literature
- · an appreciation of human values

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as pre-professional training for business, law, and medicine.

### Requirements for a Major

Thirty-two hours in English, including 111, 201, 202, 206, 275, 375, and a seminar.

Twelve hours in the following areas:

- 3 in medieval literature (351 or 352)
- 3 in Shakespeare (355 or 356)
- 3 in 18th/19th Century (340, 365, 367, or 368)
- 3 in 20th Century (364, 370)

An additional 3 hours in courses numbered above the 200's.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

# Requirements for a Concentration in Professional Communications

Eighteen hours, including ART 103, ART 240, SPE 225, ENG 358, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, or ENG 9-- (Special Topics in Publications). Additional hours may be taken in ART 230, 231, 241, and 340, and BUS 366, 466, 467 and 468. Internships (ENG 930) are open to juniors and seniors for one to four hours of credit.

#### **Prerequisites**

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

#### **ENG 111 PRINCIPLES OF WRITING**

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers. Credit, three hours.

#### **ENG 112 EXPOSITORY WRITING**

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent. Credit, three hours.

#### **ENG 150 SPELLING**

A course for poor spellers focusing on varied ways of learning to spell correctly. Offered fall and spring semesters. Pass-fail. Credit, one hour.

#### **ENG 175 GRAMMAR**

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required of 6-9 communication skills and 9-12 English certification students. Offered spring semester. *Credit, one hour.* 

#### **ENG 201 MAJOR BRITISH WRITERS**

A study of major British writers designed to foster appreciation and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue emphasis on composition. Authors studied: Chaucer, Shakespeare, Milton, an 18th century writer, Wordsworth, Browning, and a 20th century writer. Credit. three hours.

### ENG 202 DEVELOPMENT OF ENGLISH LITERATURE A chronological study to add breadth and further

A chronological study to add breadth and further depth to ENG 201. Offered spring semester. Credit, three hours.

#### ENG 206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography. Credit, three hours.

# ENG 208 WORLD MASTERPIECES IN TRANSLATION

Credit, three hours.

#### [ENG 235 CREATIVE WRITING: EMPHASIS POETRY]

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Offered fall semester. *Credit, three hours*.

#### ENG 236 CREATIVE WRITING: EMPHASIS PROSE

Narration and poetry from the writer's perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry. Offered fall semester. Credit, three hours.

#### **ENG 240 INTRODUCTION TO FILM**

This course will be a study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period through the 1980's by both American and European directors. Offered fall semester. Credit, three hours.

# ENG 245 INTRODUCTION TO IOURNALISM

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Offered fall semester. Credit, three hours.

#### ENG 275 TECHNIQUES OF LITERARY RESEARCH

An introduction to the process and techniques of gathering and recording data for a literary research paper. Offered fall semester. Credit, one hour.

# ENG 340 DEVELOPMENT OF THE BRITISH NOVEL

A study of the development of the British novel from its origins to the beginning of the twentieth century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy and others. Offered spring semester. Credit, three hours.

#### [ENG 345 IRISH RENAISSANCE]

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others. Offered spring semester. Credit. three hours.

#### **ENG 350 TOPICS IN DRAMA**

Topics vary. Options include the development of British drama and modern drama. Regularly offered in Meredith Study Abroad curriculum. Credit, three hours.

#### **ENG 351 OLD ENGLISH**

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Offered fall semester. Credit. three hours.

#### **ENG 352 CHAUCER**

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material. Offered spring semester. Credit, three hours.

#### ENG 355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. ENG 355, offered fall semester; ENG 356, offered spring semester. Credit, three or six hours.

#### **ENG 357 MILTON SEMINAR**

Poetry and selected prose. Offered fall semester. Credit, three hours.

#### ENG 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical report. A review of the principles of grammar as they apply to editing and proofreading. An introduction to word processing and machine editing. Offered fall and spring semesters. Credit, three hours.

#### **ENG 359 AMERICAN LITERATURE SEMINAR**

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: ENG 206 or equivalent. Offered spring semester. Credit, three hours.

# [ENG 364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY]

A study of 20th century English and American poets and their works, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. Offered spring semester. Credit, three hours.

# [ENG 365 ENGLISH POETRY OF THE ROMANTIC PERIOD]

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. Offered fall semester. *Credit, three hours*.

# ENG 367 ENGLISH POETRY OF THE VICTORIAN PERIOD

A study of the poetry of Browning and Tennyson, with selections from other poets of the Victorian period. Offered fall semester. *Credit, three hours*.

# [ENG 368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY]

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. Offered spring semester. Credit, three hours.

# ENG 370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY

A study of the 20th century English and American writers of prose, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing. Offered fall semester. Credit, three hours.

#### **ENG 375 RESEARCH PROJECT**

Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite or co-requisite ENG 374. Offered fall and spring semesters. Credit, one hour.

English
Foreign Languages

# ENG 475 INTRODUCTION TO LITERARY CRITICISM

An introduction to the art of literary criticism from Aristotle to Derrida. Offered spring semester. Credit, one hour.

#### **ENG 498 SENIOR SEMINAR**

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Open only to majors in English. Offered spring semesters. *Credit, three hours.* 

#### ENG 764 THE TEACHING OF ENGLISH

A study of different methods of teaching the content and skills included in a secondary English curriculum. Block. Offered fall semester. *Credit, three hours*.

Students who wish advanced study and research in literature should consult with the department head and arrange for it through the special studies options listed on page 77. Students may elect courses through the Cooperating Raleigh Colleges.

### FOREIGN LANGUAGES

Associate Professor Winz, Head; Professors Kurtz and Ledford; Associate Professors Comeaux, Thomas, and Pitts; Assistant Professors Short and Reiss.

The Department of Foreign Languages offers a major and a minor in French and Spanish, two years of Latin with some advanced work for those who need it, and three years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization and literature.

### Requirements for a Major

Thirty hours in foreign languages above 101, 102, including 364 and 365, are required for a major in French or Spanish. Majors in these languages must include 305 and 306. Majors in Spanish must also include 366 and 367. All foreign language majors must take HIS 102. They are advised to include a second language as a related field and are urged to take advantage of the overseas study programs offered through the department.

In order to comply with certification requirements, students who plan to teach French or Spanish must take the courses numbered 305 and 306 in the language to be taught. All students planning to teach a foreign language must take 764, which may not be counted towards a major.

Foreign language students (especially German students) who wish advanced study in the language should consult with the departmental chair and arrange for it through special studies options, such as those listed on page 77.

Students may also elect courses at other CRC (Cooperating Raleigh Colleges) institutions.

### Advanced Placement

Entering students will be placed at the appropriate level of a foreign language on the basis of high school units. However, a placement test will be given in August to those students who request it. By taking this advanced placement test, entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 courses. To receive advanced placement credit, a student must apply to the department upon completion of two three-hour courses at the 300 level with a grade of C or better. She will then have earned a total of 12 credit hours in the language she studied.

Foreign Languages

#### French

### FRE 101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE 204. One hour of language laboratory required per week. Credit, three hours.

### FRE 102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only. A one-hour lab will be required per week. Spring. *Credit, three hours.* 

#### FRE 204 STRUCTURAL FRENCH

Conversational and written French for students who had some high school work in the language, but who cannot qualify for FRE 205. Language laboratory required. Credit, three hours.

#### FRE 205 INTERMEDIATE FRENCH I

A review and continuation of FRE 102 and FRE 204, and gradual introduction of graded readings. Language laboratory required. Prerequisite: FRE 102, FRE 204 or equivalent. Credit, three hours.

#### FRE 206 INTERMEDIATE FRENCH II

A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Language laboratory required. Prerequisite: FRE 205 or equivalent. Spring. Credit, three hours.

#### FRE 301 BUSINESS FRENCH

A survey of the vocabulary and principles of the French business, with special attention to the development of practical communical skills. Prerequisite: two years of college French, or equivalent. Credit, three hours.

#### FRE 304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. Credit, three hours.

# FRE 305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in French. Prerequisite: FRE 205 or equivalent. Credit, three hours.

## FRE 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Required of majors in French. Prerequisite: FRE 205 or equivalent. Credit, three hours.

#### FRE 364 FRENCH LITERATURE TO 1789

Selected reading in French literature from the beginnings to the French revolution with some emphasis on culture and civilization. Prerequisite: FRE 205 or equivalent. Credit, three hours.

### FRE 365 FRENCH LITERATURE FROM 1789 TO THE PRESENT

Selected readings in French literature from the French revolution to the present. Prerequisite: FRE 205 or equivalent. *Credit, three hours.* 

#### FRE 366 FRENCH ROMANTICISM

Credit, three hours.

#### FRE 367 FRENCH REALISM AND SYMBOLISM

A study of Realism and Symbolism as reflected in various genres. Emphasis on Flaubert and Baudelaire. Credit, three hours.

#### FRE 368 MODERN FRENCH LITERATURE

A general study of the main literary movements of the 20th century. Credit, three hours.

#### FRE 369 CONTEMPORARY FRENCH LITERATURE

From 1945 to the present. Emphasis on Camus, Sartre, and Robbe-Grillet. Credit, three hours.

#### FRE 394 SEMINAR IN SEVENTEENTH CENTURY

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. *Credit, three hours.* 

#### FRE 395 SEMINAR IN EIGHTEENTH CENTURY

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships. Credit, three hours.

## FRE 764 THE TEACHING OF A FOREIGN LANGUAGE

May not be counted toward a major. Credit, three hours

#### German

#### GER 101 ELEMENTARY GERMAN I

Introduction to the German language through analysis. Grammar, graded readings, and some oral emphasis. Open to students who cannot qualify for GER 102. Credit, three hours.

#### GER 102 ELEMENTARY GERMAN II

A review and continuation of GER 101. Prerequisite: GER 101 or equivalent. Credit, three hours.

### GER 201, 202 INTERMEDIATE GERMAN

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; some practice in use of the spoken language. Prerequisite: GER 102 or equivalent. Credit, six hours.

### GER 366 ADVANCED GERMAN READING

Topics studied to be selected by instructor, after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: GER 202 or instructor's permission. Credit, three hours.

Foreign Languages

#### Latin

#### LAT 101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar. Credit, three hours.

#### LAT 102 ELEMENTARY LATIN II

A review and continuation of LAT 101. Increased emphasis on reading. Credit, three hours.

#### LAT 201, 202 INTERMEDIATE LATIN

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid. Credit, six hours.

### LAT 364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: LAT 201, 202 or advanced placement. *Credit*, six hours.

#### LAT 366, 367 ADVANCED LATIN READING

Authors studied to be selected by instructor — after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: LAT 364, 365 or instructor's permission. Credit, six hours.

#### Spanish

#### SPA 101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA 204. A one-hour lab will be required. *Credit, three hours*.

#### SPA 102 ELEMENTARY SPANISH II

A review and continuation of SPA 101. English will be used in the classroom for orientation purposes only. A one-hour lab will be required where necessary. Credit, three hours.

#### SPA 204 STRUCTURAL SPANISH

Conversational and written Spanish for students who had some high school work in the language, but who cannot qualify for SPA 205. Language laboratory required. Credit, three hours.

#### SPA 205 INTERMEDIATE SPANISH I

A review and continuation of SPA 102 and SPA 204, and gradual introduction of graded readings. Language laboratory required. Prerequisite: SPA 102, SPA 204, or equivalent. Credit, three hours.

#### SPA 206 INTERMEDIATE SPANISH II

A continuation of SPA 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Language laboratory required. Prerequisite: SPA 205 or equivalent. Spring. Credit, three hours.

#### SPA 304 SPANISH CIVILIZATION

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music. Taught alternately with SPA 494. Credit, three hours.

### SPA 305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in Spanish. Credit, three hours.

#### SPA 306 ADVANCED GRAMMAR, CONVERSATION, AND COMPOSITION

Required of majors in Spanish. Credit, three hours.

#### SPA 364 SPANISH LITERATURE TO 1800

Selected Spanish literature beginning with the "Poema de mio Cid" and going through the seventeenth century. Credit, three hours.

#### SPA 365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with SPA 366, 367. Prerequisite: SPA 201, 202 or advanced placement. Credit, three hours.

#### SPA 366 SPANISH-AMERICAN LITERATURE TO 1875

A study of the key authors and texts of the Spanish Colonial and Independence Periods. *Credit, three hours.* 

Foreign Languages Health, Physical Education, and Dance

#### 5PA 367 SPANISH-AMERICAN LITERATURE FROM 1825 TO THE PRESENT

Selected readings from key authors such as Darío, Azuela, Carpentier and Neruda. Credit, three hours.

#### SPA 368 MODERN SPANISH DRAMA

Open to seniors and to others by special permission. Alternates with SPA 369. Credit, three hours.

#### SPA 369 MODERN SPANISH PROSE, POETRY

Masterpieces of modern Spanish prose, (emphasis on the novel) beginning with Miguel de Unamuno. Selected poetry from Nobel Prize winners, Vicente Aleixandre, others. Alternates with SPA 368. *Credit, three hours*.

# SPA 494 SEMINAR IN THE GOLDEN AGE OF SPAIN

Selected works from Cervantes and the Golden Age Theater. Credit, three hours.

#### 300 LIFE AND STUDY ABROAD

One to three hours credit for study and residence in the country of the target language.

#### 350 FOREIGN LANGUAGE HALL

Students will live in the French or Spanish section of the Foreign Language Hall and will speak their respective language in their living environment. They will attend at least 10 scheduled conferences in the target language (sometimes English), which will present aspects of the culture, civilization, or literature of the French- or Spanish-speaking countries in the world. In addition, they will meet for one informal conversation hour per week, during which any topic of interest can be discussed in the target language. Students will also participate regularly in Inaguage clubs or other additionally scheduled activities (meetings, films, workshops, field trips to museums, etc.). Prerequisites: 200 or 300 level course work or native speaker or stay in country of target language, or approval of instructor. Regular grading or pass-fail. Credit, one hour.

#### 764 THE TEACHING OF A FOREIGN LANGUAGE

May not be counted toward a major. Credit, three hours.

Students who wish advanced study in foreign languages should consult with the departmental head and arrange for it through the special studies options listed on page 77. Students may elect courses at other Cooperating Raleigh Colleges.

# HEALTH, PHYSICAL EDUCATION, AND DANCE

Associate Professor Massey, *Head* and Athletic Director; Associate Professors Bross and Chamblee; Assistant Professor Allen; Instructors Colwell and Brown; Adjuncts Melito, Pritchard, and McMurray; Huggins, Director of Equitation.

Through health, physical education and dance the student gains greater knowledge and appreciation of her physical self as well as develops skills and creative abilities. The department offers a wide variety of activities with special emphasis on fitness, life-time sports and dance. For the highly skilled there are opportunities to participate in the intercollegiate program, the dance theatre, or the agua angels.

The department offers a major and minor in dance and a minor in physical education. Students who wish to pursue special studies or contractual majors should consult with the department head. Courses not available at Meredith may be taken through the Cooperating Raleigh Colleges.

### Requirements for a Bachelor of Arts Degree in Dance

BIO 101, 141, 102, 142, 322, and 342 HED 100 and 200 PED 282 and 482 THE 245

DAN 156, 255, 256, 356, 357, 359, 453, 455, 456, 457, and nine credit hours of technique at level II or above (May include up to two hours of mind/body therapy)

### Theory: Health

#### HED 100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge and understanding pertaining to personal and community health. Special emphasis on developing positive health attitudes and practices. *Credit, two hours.* 

#### HED 200 FIRST AID

A course designed to prepare students with the knowledge and skills to meet most situations when emergency first aid care is necessary. Red Cross CPR Certification. *Credit, two hours*.

Heath, Physical Education, and Dance

### HED 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of the elementary school-age children and provide them with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements. Credit, two hours.

#### HED 282 PREVENTION AND CARE OF INJURIES

Emphasis is on prevention and treatment of injuries. Credit, one hour.

# Theory: Physical Education PED 329 PHYSICAL FITNESS

A course designed for students to gain knowledge related to the interrelationship of fitness, nutrition, weight control, body mechanics, stress, values of exercise and skill programs. Proper methods of exercise and weight training are stressed. Credit, three hours.

#### PED 482 KINESIOLOGY

A study of the neuromuscular and mechanical principles of movement. This course is designed to aid students in understanding and analyzing human movement in sport, dance, and physical education activities. Prerequisite: BIO 322 and 342. Credit, three hours.

# PED 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the physical education needs and interests of elementary school-age children and to provide them with information, ideas, and experiences pertinent to principles, planning, teaching, and evaluating physical education at the elementary school level. Does not meet general education requirements. *Credit, two hours*.

# Theory: Dance DAN 255 MOVEMENT FUNDAMENTALS

An introduction to and practice of movement and rhythmic fundamentals integrated with guided creative problem-solving necessary for understanding movement as a creative as well as physical activity. Counts as an elective in the humanities and fine arts. Credit, two hours.

#### **DAN 256 DANCE COMPOSITION I**

An introductory course to the basic elements of solo and duet choreography - space design, rhythm, texture, musical accompaniments and subject matter. Selected readings on both traditional and avant-garde approaches to composition. Students will compose orginial solo movement phrases and explore the different techniques used when composing for two dancers. (prerequisite PED 157 or by faculty permission) Counts as an elective in the humanities and fine arts. Credit three hours.

#### **DAN 356 DANCE COMPOSITION II**

A study of the effects of time, space and energy on movement designed for a large group. Methods of organizing movement designed for a large group will be explored as well as a study of the aesthetics concerns of the 20th century choreographers. Students will develop an original idea into a group choreography that demonstrates an understanding of the craft and art of making dances. Prerequisites: PED 256 or by faculty permission. Counts as an elective in the humanities and fine arts. Credit. three hours.

#### DAN 357 CREATIVE MOVEMENT FOR CHILDREN

Examines the objectives and methods of creative movement exploration as it relates to and enhances the total curriculum. Work will emphasize individual expression. Prerequisite: DAN 255. Counts as an elective in the humanities and fine arts. Credit, two hours.

#### **DAN 359 DANCE HISTORY**

A survey of the development of dance in the 20th century and the ideas of the 19th century that were crucial to these developments. Counts as elective in the humanities and fine arts. Credit, three hours.

#### **DAN 455 DANCE PRODUCTION**

A survey of theatre crafts and techniques involved in dance production, including lighting, sound, set and costume design and construction, publicity and promotion, management and administration, stage management, and videotaping. Prerequisite: THE 245. Credit, three hours.

#### **DAN 456 DANCE PRACTICUM**

A course designed to give the student practical experience in such areas as choreography, teaching, production, etc. All course specifications must be approved by the instructor prior to registration. *Credit*, one-three hours.

#### DAN 457 TEACHING METHODS OF DANCE

Methods and techniques of teaching the artistic forms of dance, with emphasis on the creative and physical principles of movement. Prerequisite: DAN 357. Credit, three hours.

#### Activity: Classes

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional physical education activity courses which may be taken for a grade or pass/fail. However, no more than eight credits may be counted in the 124 hours required for graduation. Exceptions to the maximum of eight credits for students majoring in dance or minoring in physical education or dance must be approved by the department head and by the academic dean or registrar.

A student may repeat a course at the same level only with special permission granted by the departmental head and upon recommendation from her previous instructor.

All activity courses carry one credit hour per semester. A student may not audit an activity course without special permission from the department head. Pass-fail grading only. (See page 77 for exception.)

#### Physical Education

#### Aquatics

- PED 110 Swimming I for non-swimmers.
- PED113 Synchronized Swimming I
  -fundamentals including stunts, stroke
  variations, and choreography; must
  be a strong swimmer and know basic
  strokes.
- PED 210 Swimming II must be able to swim in deep water.
- PED 310 Swimming III advanced strokes, synchronized and diving.
- PED311 Advanced Life Saving for strong swimmers to qualify for Red Cross Advanced Life Saving Certificate.
- PED 312 Water Safety Instructor Prerequisite: current Red Cross Advanced Life Saving Certificate.
- PED 313 Synchronized Swimming II Aqua Angels (performing group); advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

### Conditioning and Physical Fitness

- PED 120 Conditioning includes jogging and activities for muscle tone, weight, and figure control.
- PED 122 Aerobics exercise to music.

- PED 123 Aerobics Activities A combination of aerobic exercise, cycling, jogging, and swimming.
- PED 124 Weight Training Omnikinetic (Hydra-fitness) and isotonic weight lifting (universal and free weights) for muscle strength and endurance.
- PED 125 Aquatic Fitness Exercise and swimming to music.
- PED 126 Muscle Tone and Stretch An extensive isokinetic workout for increasing strength, flexibility and muscle tone for all major muscle groups.

#### Equitation\*

The equitation program offers instruction in balance seat. It helps to develop control of the horse and a firm riding seat. Skill for lifetime recreation is the aim of the instruction at all levels.

Boarding facilities are available for a fee (see page 28). Before being permitted to ride, a student must sign the release form available in the business office.

- PED 130 Equitation I (Beginner)
- PED 230 Equitation II Prerequisite: PED 130 or equivalent.
- PED330 Equitation III Prerequisite: PED 230 or equivalent.

### Individual Sports

- PED 140 Archery
- PED141 Badminton I (Beginner)
- PED 142 Bowling I\* (taught at Western Lanes).
- PED143 Golf I\*
- PED 146 Tennis (Beginner)
- PED 147 Snow Skiiing\* taught between semesters (French Swiss Ski College, Boone, North Carolina.)
- PED 148 Racquet Ball I\* (taught at Carolina Courts)
- PED 149 Sailing I\* (taught at Meredith and at Jordan Lake)
- PED 150 Ice Skating\* (taught at Ice House, Cary)
- PED 241 Badminton II Prerequisite: PED 141 or equivalent
- PED 242 Bowling II\* Prerequisite: PED 142 or equivalent

<sup>\*</sup>Special Fee.

#### 122 / COURSES OF STUDY

Health, Physical Education and Dance History and Politics

PED 243 Golf II\* - Prerequisite: PED 143 or equivalent.

PED 246 Tennis II - Prerequisite: PED 146 or equivalent.

PED 248 Racquet Ball II\* (taught at Carolina Courts) - Prerequisite: PED 148 or equivalent.

PED 346 Tennis III - Prerequisite: PED 246 or equivalent

#### Team Sports

PED 161 Basketball

PED 163 Softball

PED 164 Volleyball

### Intercollegiate Sports

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

PED 470 Golf

PED 471 Basketball

PED 475 Volleyball

PED 476 Tennis

PED 477 Fast Pitch Softball

#### Dance

DAN 151 Ballet I

DAN 152 Folk and Square

DAN 153 Modern I

DAN 154 lazz I

**DAN 156 Movement Improvisation** 

DAN 251 Ballet II - Prerequisite DAN 151 or equivalent

DAN 253 Modern II - Prerequisite: DAN 153 or equivalent

DAN 254 Jazz II - Prerequisite: DAN 154 or equivalent

DAN 351 Ballet III - Prerequisite: DAN 251 or equivalent

DAN 353 Modern III - Prerequisite: DAN 253 or equivalent

DAN 354 Jazz III - Prerequisite: DAN 254 or eqivalent

DAN 453 Meredith Dance Theatre - A performance company. Membership by audition or invitation.

# HISTORY AND POLITICS

Professor F. Grubbs, *Head*; Professors Burris and Parramore; Associate Professors Frazier (Director of programs in Politics), Gates, C. Grubbs; Assistant Professor True-Weber; Adjunct Novak.

The department offers a major in history, American civilization, international studies, and political studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and politics. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

### Special Career Directions

History and political studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks and internships in vocational areas.

### Advanced Placement

The department offers advanced placement in American History 214, 215; Western Civilization 101, 102; Introduction to Non-Western Civilization 224; Politics 100.

### Requirements for a Major in History

A major in history consists of 30 hours, including nine hours in HIS 101 or 102, 214 or 215, 200 or 224. HIS 499 and HIS 334 are required of all majors. Major professor, Mr. Grubbs.

# Requirements for a Major in American Civilization

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and a seminar in history, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Mr. Grubbs.

# Requirements for a Major in International Studies

A major in international studies consists of 36 hours, with a minimum of 15 hours in history, in addition to 334, 499, and 15 hours in related fields of business, economics, geography, and fine arts.

Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language.

# Requirements for a Major in Political Studies

A major in political studies consists of 36 credit hours with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses in fields such as history, sociology, economics, religion, philosophy and psychology. All politics majors are required to take POL 100, 200 and 334. All politics majors are encouraged to take an internship. The choice of courses in related fields must be approved by the director of the political studies program, but HIS 214, 215 or 319 are strongly recommended. Major professor, Mr. Frazier.

# Requirements for Certification in the Social Sciences

Early Childhood: HIS 101 or 102; 214 or 314

Intermediate: HIS 101 or 102; 214

Middle Grade: Concentration (24 hours) — HIS 101 or 102; 214 or 215; 224; 520. ECO 210 or 374; GEO 205; POL 100 or 200; SST 764.

Secondary Certification (42 hours): 21 hours in History and 21 hours in three areas of the social sciences (anthropology, economics, cultural geography, politics, sociology).

# Requirements for a Concentration in Criminal Justice Studies

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

# History HIS 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, and Judaeo-Christian traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750. Credit, three hours.

#### HIS 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, romanticism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world. Credit, three hours.

## HIS 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of the conquest, colonization, and independence; ending with the study of contemporary characteristics of the modern Latin American states. *Credit, three hours*.

### HIS 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction. *Credit*, *three hours*.

#### HIS 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state. *Credit, three hours*.

# HIS 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa. *Credit, three hours*.

### HIS 231 AN INTRODUCTION TO MUSEUMS

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: Three semester hours of history or by permission. Credit, one hour.

# HIS 232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.* 

## HIS 233 RESEARCH IN LOCAL AND FAMILY RECORDS

Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*  History and Politics

#### HIS 302 ENGLISH HISTORY SINCE 1066 A.D.

A general survey of the history of English from the Norman Conquest to the present. Emphasis on the development of English political institutions, literature, cultural, social, economic, political, and constitutional issues. Credit, three hours.

#### HIS 304 GREEK AND ROMAN HISTORY

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations. Credit, three hours.

## HIS 306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. Credit, three hours.

#### HIS 308 CONTEMPORARY EUROPE SINCE 1945

A comprehensive study of the European nations since the end of World War II. The course will explore the political, social, economic, and cultural characteristics of the nations. *Credit, three hours*.

#### HIS 310 MODERN CHINA

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts. Credit, three hours.

### HIS 313 VICTORIAN AMERICA

A study of the Cowboy West, Art, literature, politics, religion, Indians, the new science and technology, and democracy. Course will concentrate on years after 1835. Victorian ideals, culture, and outlook will be stressed. Credit, three hours.

#### HIS 314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial makeup, and Revolutionary period. Credit, three hours

### HIS 319 CONTEMPORARY AMERICAN HISTORY SINCE 1945

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy. Credit, three hours.

#### HIS 325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages. Credit, three hours.

#### HIS 330 THE UNITED STATES AND THE WORLD

A study of global issues involving the United States vis-a-vis Europe, Soviet Union, Latin America, Africa, Near East and Asia on the contemporary level. Credit, three hours (political science or history credit).

#### HIS 333 HISTORY OF THE SOUTH

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments. Credit, three hours

#### HIS 334 METHODS OF HISTORICAL RESEARCH

Individually directed research in the use of sources and in historical writing producing three term papers in history courses above the 100 level (only one paper is permitted in a 200 level course) Credit, three hours.

## HIS 367 ARCHAEOLOGY AND THE ANCIENT NEAR EAST

See Religion 367 for description. Credit, three hours.

#### **HIS 499 SENIOR SEMINAR**

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only. Credit, three hours.

#### HIS 520 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history. *Credit, three hours.* 

#### HIS 764 THE TEACHING OF SOCIAL STUDIES

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major. Spring. Credit, three hours.

#### **Politics**

#### POL 100 AMERICAN POLITICAL SYSTEM

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on current political controversies. Credit, three hours.

#### POL 200 PARTIES AND PRESSURE GROUPS

An introduction to the extra constitutional aspects of the American political system. Topics covered include parties, pressure groups, press, public opinion polls, voting behavior and political culture. Generally includes an intensive focus on current elections. *Credit*, three hours.

#### POL 204 MODERN POLITICAL SYSTEM

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the USSR, and at least one developing nation. Credit, three hours.

## POL 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking. Credit, three hours.

### POL 303 CONTEMPORARY AMERICAN POLITICS AND POLICY

A survey of current government policy in major issue areas and in depth study of current political controversies. Students are introduced to major sources of information about current affairs. Credit, three hours.

#### POL 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the director of the political studies program. Credit, three or four hours.

#### POL CAPITAL CITY SEMESTER

The Capital City Semester is an intensive program in North Carolina government and politics. The core of the program is the six hour North Carolina Politics Seminar (POL 340). It may either be taken alone or combined with a research project (POL 334) and/or an internship. Credit for the program can vary from 6 to 12 hours. It is offered in the spring semester of odd numbered years.

# POL 340 NORTH CAROLINA POLITICS SEMINAR (CAPITAL CITY SEMESTER)

An intensive survey of North Carolina government and politics keyed to issues before current sessions of the General Assembly. Participants generally meet downtown for seminar sessions with speakers who are involved in state government. The government of North Carolina is placed in a national context through a survey of government patterns in other states. Special research projects, field trips and individual observation projects are also part of this program. Credit, six hours.

# POL 350 SELECTED TOPICS IN POLITICAL STUDIES

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. May be taken on multiple occasions. *Credit*, one to four hours.

### POL 374 INTRODUCTION TO RESEARCH

See SOC 374 for description. Credit, three hours.

#### POL 375 INTRODUCTION TO RESEARCH LABORATORY

See SOC 375 for description. Credit, one hour.

#### COMMUNITY INTERNSHIP

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past students have interned in state agencies, at the Supreme Court, with political campaigns, and the General Assembly, and with interest groups. All internships require the permission of the director of the Political Studies program. Credit, one to four hours.

### Legal Assistant Courses

#### **LEG 400 LEGAL SURVEY**

Overview of family law, corporate, estates, wills, trusts, realestate, civil procedure, criminal, torts, contracts; interpretation of legal documents. *Credit, three hours*.

#### LEG 401 LEGAL RESEARCH

Legal bibliography and research, emphasizing judicial reports, statutes, digests, etc. West Topic and Key Numbers System and Shepard's Citations methodology. (Juniors and Seniors only.) Prerequisite: Legal Survey 400. Credit, three hours.

Courses are available through the Cooperating Raleigh Colleges in African and Middle Eastern history, and in select topics in politics.

Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed.

Home Economics

### HOME ECONOMICS

Professor Stuber, Head; Associate Professor Goode; Assistant Professor Hicks; Instructors Byrd and Tippett; Adjuncts Abbate, Andron, Brainard, Carothers, Cook, Vacendak, and Young.

The department offers Bachelor of Science degrees in child development, clothing and fashion merchandising, foods and nutrition, interior design, and general home economics. Majors may earn certification to teach in the public schools at the K-4, 4-6, 6-9, or secondary levels. They may also complete a second major or minor in another department. The nutrition concentration is fully approved by the American Dietetic Association and meets the requirements for Plan IV. Internships or field experience is highly recommended.

# Requirements for a B.S. degree in Child Development

The child development major focuses on the physical, social, emotional, and intellectual development of preschool children. It prepares students for careers in nursery schools, day care centers, private kindergartens, the public schools when combined with certification requirements, and the social services when combined with the social work major. Required courses are HEC 227, 335, 499, 234, 334, 336, 436, 438, and 355 and/or 455; PSY 100, 204, 205; EDU 234; PED 200; ECO 374; SWK 405.

# Requirements for a B.S. degree in Clothing and Fashion Merchandising

The clothing and fashion merchandising major prepares students for professional careers in fashion retailing, including management and buying, apparel design, and consumer services. Required courses are HEC 355, 499, 115, 213, 214, 314, 315, 411, 412, 418; CHE 111, 141; BUS 346, 366, 467; ECO 211; six additional hours of ART and/or BUS and ECO.

# Requirements for a B.S. degree in Foods and Nutrition

The foods and nutrition major is designed for students with interests in widely varying options.

The (A) Food Service Management Concentration is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses are HEC 499, 124, 222, 223, 224, 227, 326, 327, 328, 425, 427, 764, and 355 and/or 455; ECO 374; BUS 230, 346, 366, 446, 467; BIO 101, 141; three to four additional hours of BIO, CHE, or PHY.

The (B) Nutrition Concentration is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan IV program: HEC 499, 124, 227, 326, 327, 328, 425, 426, 427, 428, 429, 764; CHE 111, 141, 112, 142, 221, 241; MAT 111; BIO 101, 141, 102, 142; 322, 342 or 323, 343; 334, 344, 436; BUS 230, 346; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200.

# Requirements for a B.S. degree in Interior Design

The interior design major provides opportunities for students interested in residential, commercial, institutional, and visual design. Careers in this area include designing interior spaces for homes, offices, hotels and restaurants, retail establishments, and educational institutions. Persons with interior design majors are required to prepare a portfolio. Required courses are HEC 499, 245, 246, 346, 347, 348, 349, 418, 446, 447, 448, 449; ART 101, 103, 240; six additional hours in ART and/or BUS and ECO

# Requirements for a B.S. degree in Home Economics

The general home economics major is designed for students who are entering careers that call for a broad knowledge of all home economics areas, such as the Extension Service, secondary and adult education.

When combined with requirements for secondary certification, the student is qualified to teach consumer home economics and occupational home economics at the secondary school level in North Carolina. Students who choose teacher certification should see the department for specific requirements. When combined with a major or minor in business, students are prepared for careers in consumer services, utility companies, product and equipment promotion, and government agencies. Required courses are HEC 227, 335, 499, 355; ECO 374; one course in clothing and fashion merchandising; one course in interior design; a total of 36 hours in home economics.

# Child Development HEC 234 THE PRESCHOOL CHILD

A study of the behavior and development of preschool children. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh PreSchool. Two lectures and three hours of laboratory per week. Credit, three hours.

#### HEC 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of family backgrounds, personality, communication, and decision making as related to successful marriage and family living. Credit, three hours.

#### HEC 336 PRESCHOOL ACTIVITIES

A study of the principles and components of a creative preschool program which fosters the total development of the child. Prerequisite: HEC 234. Two lectures and three laboratory hours per week. Offered spring semester. Credit, three hours.

#### **HEC 334 INFANCY**

A study of the development and care of the infant and toddler. Two lectures and three hours of laboratory per week. Offered fall semester. Credit, one hour.

#### HEC 436 PRESCHOOL ADMINISTRATION

A study of the administration of day care centers including staffing, financial management, licensing, equipment, working with boards and parents, health, safety and nutritional concerns. Prerequisite: HEC 234. Two lectures and three hours of laboratory per week. Offered fall semester. Credit, three hours.

#### **HEC 438 PARENT EDUCATION**

An overview of parent education with special emphasis on parent-child relationships, as well as problems and procedures of teachers working with children and/or families. Prerequisites: HEC 234, 334, 436. Offered fall semester. Credit, three hours.

### Clothing and Fashion Merchandising HEC 115 PRINCIPLES OF CLOTHING CONSTRUCTION

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week. *Credit, three hours*.

#### HEC 213 BEHAVIORAL ASPECTS OF CLOTHING

A study of economic, psychological, and sociological aspects of clothing. Offered fall semester. *Credit, three hours*.

#### HEC 214 APPAREL MERCHANDISING

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle. Offered fall semester. Credit, three hours.

#### HEC 316 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: HEC 115. One lecture and five hours of laboratory per week. Offered alternate fall semesters. Credit, three hours.

#### HEC 314 RETAIL MERCHANDISING

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions. Offered spring semester. Credit, four hours.

#### **HEC 315 HISTORY OF COSTUME**

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period (2700 B.C.) to the 20th century. Offered spring semester. Credit, three hours.

#### **HEC 411 FASHION ILLUSTRATION**

A study of basic body proportions and garment silhouettes in creating fashion illustrations for advertising. Use of a vareity of media to achieve appropriate effects for illustrations. Offered spring semester. Credit, one hour.

#### HEC 412 FASHION DISPLAY

A study of retail fashion display with emphasis on types and applications of displays. The use of design principles in creating effective displays. *Credit, one hour.* 

#### HEC 417 APPAREL DESIGN

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: HEC 115. Offered alternate spring semesters. Credit, three hours.

#### **HEC 418 TEXTILES**

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles. *Credit, three hours*.

#### Foods and Nutrition

#### HEC 124 PRINCIPLES OF FOOD

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week. Credit, three hours.

### HEC 222 PRINCIPLES OF FOOD CONSERVATION

Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Offered as needed. Prerequisite: HEC 124. Credit, one hour.

#### HEC 223 PRINCIPLES OF CATERING

Food preparation and techniques, cost analysis, and business contracts for special social occasions. Offered as needed. *Credit*, *one hour*.

#### HEC 224 CULTURAL FOODS

A study of food and food customs of selected cultures. Offered as needed. Credit, one hour.

Home Economics

#### **HEC 227 NUTRITION**

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups. Credit, three hours.

#### **HEC 326 MEAL MANAGEMENT**

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: HEC 124. Two lectures and four hours of laboratory per week. Credit, two hours.

#### **HEC 327 INSTITUTIONAL FOODS**

Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Offered fall semester. Prerequisite, HEC 124. Co-requisite, HEC 328. Credit, three hours.

#### HEC 328 FOOD SERVICE EQUIPMENT

Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Offered fall semester. Prerequisite, HEC 124. Co-requisite, HEC 327. Credit, one hour.

#### HEC 425 FOOD SERVICE SYSTEMS ADMINISTRATION

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Offered spring semester. Prerequisites: HEC 124, 327, 328. Credit, three hours.

#### **HEC 426 NUTRITIONAL ASSESSMENT**

An orientation to the responsibilities of the clinical dietitian as a member of the health care team. Includes application of nutritional assessment methods, interpretation and rationale of analytical procedures, termonology, and charting related to nutrition. Introduction to the understanding, selection, and use of microcomputer software in clinical dietetics. Prerequisites: HEC 227, 427, 428. Offered spring semester. Credit, three hours.

#### HEC 427 EXPERIMENTAL FOOD SCIENCE

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Offered fall semester. Prerequisites: 124, 227,326, BIO 436. Credit, three hours.

#### **HEC 428 ADVANCED NUTRITION**

A study of food nutrients, through digestion, absorption, and cellular metabolism. Offered fall semester. Prerequisites: CHE 111, 112; BIO 101, 102 and HEC 227. Credit, three hours.

#### **HEC 429 CLINICAL DIETETICS**

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional assessment. Offered spring semester. Prerequisite: HEC 227, 428; CHE 111, 112; BIO 101, 102, 436. Credit, three hours.

# Interior Design 245 HOUSING

Study of psychological, physiological, and social aspects of environment within and outside the dwelling. Study of needs of aged and handicapped. Study of floor plans, residential construction, legal and financial aspects, and site selection and landscaping. Government policies influencing housing: zoning codes. Credit, three hours.

#### HEC 246 HOME FURNISHINGS MATERIALS

An in-depth study of textiles in home furnishings, wood furniture, and crafts and budget decorating. Opportunity to develop skill in designing window treatments, upholstering simple furniture, refinishing wood furniture, and designing quality crafts for the home. Credit, three hours.

#### **HEC 346 INTERIOR DESIGN I**

An exploration of the basic principles and skills of interior design. Includes the application of color dynamics, basic principles of design, a summary of significant architectural and interior design statements, and a consumer's guide to buying interior furnishings and accessories. Students will design a simple residence. Studio problems in interior design. Six hours per week. Also offered as ART 346. Credit, three hours.

#### HEC 347 INTERIOR DESIGN II

Architectural drafting, residential construction processes, perspective techniques, lighting and wiring for residential uses, use of computers in interior design, and portfolio development. Prerequisite: HEC 346. Also offered as ART 347. Credit, three hours.

#### HEC 348 INTERIOR LIGHTING DESIGN

Exploration of light as a design element in interior design; uses and control of light, lighting fixtures, and lighting installation. Emphasis on lighting for general illumination, tasks, and aesthetic effects. Prerequisite: HEC 346. Credit, one hour.

# HEC 349 PROFESSIONAL PRACTICES IN INTERIOR DESIGN

Investigation of business procedures and practices in professional practice of interior design. *Credit, one hour.* 

#### **HEC 446 COMPUTER AIDED DESIGN**

Exploration of computer aided drafting and design, including floor plans and elevations completed with the computer. Prerequisites: HEC 346, 347, 447. Cross-list as ART 446. Credit, one hour.

#### HEC 447 COMMERCIAL DESIGN

The execution of creative solutions for commercial and institutional interior design problems. Introduction to interior design profession. Development of portfolio. Prerequisite: HEC 346, 347. Also offered as ART 447. Credit, three hours.

# HEC 448 HISTORY OF ARCHITECTURAL INTERIORS AND FURNISHINGS

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art and furniture styles to interiors. Survey of contemporary designers. Prerequisite: HEC 346. Also offered as ART 448. Credit, two hours.

### HEC 449 SPECIAL PROBLEMS IN INTERIOR DESIGN

Developing solutions for specialized interior design problems. Application to either contract or residential design. May be repeated. Prerequisite: HEC 346, 347. Also offered as ART 449. Credit, one hour.

# General Home Economics Courses HEC 355 HUMAN RESOURCE MANAGEMENT

The use of human and material resources to promote individual and family development. Emphasis on management of resources including time, energy, money, and materials. *Credit, three hours*.

#### HEC 356 HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment. Offered fall semester. Credit, three hours.

#### HEC 455 RESOURCE MANAGEMENT PRACTICUM

Residence in the Ellen Brewer House. Suggested prerequisites: HEC 326 and 355. Credit, three hours.

#### Seminar

#### HEC 499 PROFESSIONAL SEMINAR

History, philosophy, and current trends in home economics. Fall. Pass-fail grading only. *Credit, one hour.* 

#### Education

#### HEC 764 METHODS OF TEACHING HOME ECONOMICS

Practical experience in lesson planning using a variety of techniques including demonstrations, games, visual aids, feltboards, bulletin boards, and displays. Recommended for all majors. Required for secondary education and food service management majors. May not be counted toward a major. Spring. Credit, three hours.

#### HEC 765 HOME ECONOMICS EDUCATION

A survey of the curriculum for secondary home economics education (Consumer and Homemaking and Occupational Home Economics). Includes a study of program organization, needs assessment, advisory committees, curriculum development, vocational student organizations, and legislation. Includes field experience. Fall. Credit, two hours.

### HEC 930 INTERNSHIP

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student. *Credit*, one to three hours.

Students who wish advanced study in home economics should consult with the department head and arrange for it through the special studies options listed on page 77.

# MATHEMATICAL AND COMPUTER SCIENCES

Professor V. Knight, *Head*; Professors Davis and Preston; Associate Professors Bouknight and Kraines; Assistant Professor Taylor; Instructor Balla; Adjuncts Guglielmi and Stanislaw

### Goals and Objectives

The objectives of the programs and courses offered by the Mathematical and Computer Sciences Department are to foster in the student

- the facility and skill in mathematical reasoning, creative thinking, and problem solving
  - · a mastery of mathematical tools for
    - careers related to mathematics and computing
    - careers in business and the professions
    - · careers in secondary and elementary teaching
    - graduate school
    - general living, and a lifetime of continuing education
  - the ability to use the computer as a resource
- an appreciation for the power and usefulness of mathematics.

In addition, objectives of computer related programs and courses are for the student to obtain

- a general knowledge of computer hardware and software
- the ability to learn new programming languages and software packages
- an appreciation for the power and limitations of computing
- an understanding of the ethical and societal implications of the computer.

To attain these goals the department offers programs for a B.S. in mathematics, a B.A. in mathematics, and a B.S. in mathematics/computer science. Minors in both mathematics and computer science are also offered along with a variety of support courses for other disciplines.

Extracurricular activities include a freshmansophomore mathematics competition and participation in the William Lowell Putnam Mathematical Competition. The Canaday Mathematics Club sponsors guest speakers, programs on co-ops and careers, and various other activities.

# Requirements for Majors CORE CURRICULUM

- 1. MAT 211, 212, 220, 250, 313
- 2. At least one course chosen from MAT 321, 410, 425 or 434

### BACHELOR OF ARTS - Mathematics

- 1. Core Curriculum
- At least 27 hours in mathematics courses numbered 200 or above. (This includes the core curriculum.)

### BACHELOR OF SCIENCE - Mathematics

- 1. Core curriculum, MAT 415, and a second course chosen from MAT 321, 410, 425 or 434.
- 2. At least 33 hours in mathematics courses numbered 200 or above. (This includes the core curriculum.)
- 3. CSC 201
- 4. One of the sequences CHE 111-112 or PHY 211-212.
- At least 12 semester hours in one of the following related areas: biology, business and economics, chemistry and physics, or computer science.

# BACHELOR OF SCIENCE – Mathematics/Computer Science

- 1. Core curriculum plus MAT 360
- 2. At least 27 hours in mathematics courses numbered 200 or above. (This includes the core curriculum.)
- At least 15 hours in computer science courses numbered 200 or above including CSC 201, 222, 301 and 321.
- 4. At least 45 hours in mathematics and computer science courses numbered 200 or above.

### Requirements for Certification

Early childhood certification: MAT 150 and either MAT 110 or MAT 120

Intermediate certification: MAT 150 and either MAT 110 or MAT 120

Middle grade certification: MAT 150 (unless a math concentration)

Secondary certification in an area other than mathematics: any three hours in mathematics.

Secondary certification in mathematics: at least 30 credit hours in mathematics courses that must include MAT 321, 334, and 340. In addition, at least three hours in computer science are required.

### Credit Testing in Mathematics

Each year during freshman orientation the department gives tests in algebra, trigonometry, and introductory calculus. Students with scores indicating a high achievement level will be given credit for corresponding courses. Those with scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a noncredit basic skills course before taking a college level mathematics course.

Also, any student enrolled in an advanced placement calculus in her senior year in high school may request placement in MAT 212 with credit for MAT 211 upon presentation of satisfactory scores on the Advanced Placement Examination.

### Curriculum

#### **MAT 110 ELEMENTARY FUNCTIONS**

This course, a study of the algebra and geometry of unctions, is a basic college level mathematics course. Topics covered include polynomial and rational unctions, exponential and logarithmic functions, rigonometric functions, and some functions of two variables. After completing this course, a student would have an appropriate background for MAT 211 Calculus. Credit, three hours.

#### **MAT 120 FINITE MATHEMATICS**

A study of numbers, sets, probability, applied linear lgebra, including matrices, and linear programing; with applications of these topics in a variety of lisciplines. Credit, three hours.

## 1AT 150 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Topics covered include set theory, the metric system, numeration systems, abstract mathematical systems, netric and non-metric geometry, elementary number heory, elementary algebra, and the development of the eal number system. Credit, three hours.

#### **4AT 211 CALCULUS I**

A study of functions, limits, continuity, the lerivative, the integral. Applications of differentiation nd integration include maxima, minima, related rates, narginal cost and revenue, rectilinear motion, areas nd volumes. Students will use a computer package. Prerequisite: MAT 110 or placement. Credit, four ours.

#### **1AT 212 CALCULUS II**

A continuation of the calculus of functions of one ariable. Topics include transcendental functions, negration techniques, conic sections, polar coordinates, parametric equations, and infinite series. tudents will use a computer package. Prerequisite: MAT 211. Credit, three hours.

#### **1AT 220 LINEAR ALGEBRA**

A study of vector spaces, linear transformations, natrices, determinants, and their applications. Students till use a computer package. Prerequisite: MAT 211. Offered fall semester. Credit, three hours.

#### **1AT 245 STATISTICS**

A general introduction to descriptive and inferential tatistics for the non-math major. Includes elementary robability, distributions, estimations of population arameters, confidence intervals, hypothesis testing, orrelation, and regression. Students will use statistical ackages on the college's computers. Credit is not llowed for both MAT 245 and PSY 200. Although here are no formal prerequisites, it is recommended at students have a level of mathematical maturity quivalent to that gained in MAT 110. Credit, three ours.

#### MAT 250 MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. (It is recommended that students take MAT 211 before taking this course.) Credit, two hours.

#### MAT 313 CALCULUS III

Vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, line integrals, and surface integrals. Students will use a computer package. Prerequisite: MAT 212. Offered spring semester. Credit, three hours.

#### MAT 321 MODERN ALBSTRACT ALGEBRA

A study of general algebraic systems. Topics covered will include relations, maps, groups, rings, and fields. Group theory will be emphasized, and will include isomorphism, homomorphism, and quotient groups. Prerequisite: MAT 250. Offered fall semester. *Credit, three hours.* 

#### MAT 334 MODERN COLLEGE GEOMETRY

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisite: Four semesters of MAT, 200 level or above, including MAT 250. Offered fall semester, even-numbered years. Credit, three hours.

#### MAT 340 PROBABILITY

A study of probability as a mathematical system. Includes discrete and continuous random variables and their distributions, limit theories, multivariate probability distributions, and topics in statistical inference. Prerequisite: MAT 212. Offered fall semester, odd-numbered years. Credit, three hours.

#### MAT 341 MATHEMATICAL STATISTICS

A study of statistical theory and inference from sample data. Includes functions of random variables, sampling distributions of statistics, point and interval estimation, decision theory, hypothesis testing of a variety of population parameters, correlation, and regression. Prerequisite: MAT 340. Offered spring semester, even-numbered years. Credit, three hours.

#### MAT 354 DIFFERENTIAL EQUATIONS

A study of first order equations, linear equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisite: MAT 313. Credit, three hours.

Mathematical and Computer Sciences

#### MAT 360 NUMERICAL ANALYSIS

Computational procedures using computers. Topics include numerical methods for solving nonlinear equations, systems of linear equations, and ordinary differential equations, polynomial and least squares approximation, interpolation, numerical differentiation, and numerical quadrature. Students will use a computer package. Offered fall semester, even-numbered years. Credit, three hours.

### MAT 362 TOPICS IN DISCRETE MATHEMATICS

Topics chosen from the areas of combinatorics, graph theory, and other discrete mathematics of particular application in computer science. Offered spring semester, odd-numbered years. Credit, three hours.

#### MAT 410 ADVANCED CALCULUS

A rigorous treatment of the foundations of calculus. A study of the alegebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration; series of functions, uniform convergence. Prerequisites: MAT 250 and MAT 313. Offered spring semester. Credit, three hours.

#### MAT 415 TOPICS IN ANALYSIS

Topics chosen from among the areas of advanced calculus, real analysis, or complex variables. Prerequisite: MAT 250. Offered fall semester. *Credit, three hours.* 

#### MAT 425 TOPICS IN ALGEBRA

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. (It is recommended that students take MAT 250 before taking this course.) Offered spring semester, oddnumbered years. Credit, three hours.

# MAT 434 TOPICS IN GEOMETRY AND TOPOLOGY

Topics chosen from the areas of geometry or topology. Prerequisite: MAT 250. Offered spring semester, even-numbered years. Credit, three hours.

# MAT 764 METHODS OF TEACHING SECONDARY MATHEMATICS

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. May not be counted toward a major. Offered fall semester, odd-numbered years. Credit, three hours.

#### Computer Science

Courses with CSC prefix do not apply toward the mathematics general education requirements. However, these courses are complementary to many programs.

#### **CSC 100 INTRODUCTION TO COMPUTING**

The study of electronic computers, including components, methods of operation, and control. History of computation. Laboratory experiences in software packages, such as word processors, spreadsheets, and databases. *Credit, two hours*.

### **CSC 101 INTRODUCTION TO BASIC**

Computer programming using BASIC on microcomputers. Problem solving using flowcharts is stressed. Prerequisite: CSC 100. Credit, one hour.

#### CSC 201 COMPUTER SCIENCE I WITH PASCAL

Understanding algorithms, programs, and characteristics of computers. Designing, coding, debugging, and documenting Pascal programs using techniques of good programming style. Prerequisite: MAT 211. Credit, three hours.

#### **CSC 211 COBOL PROGRAMMING**

Introduction to the business-oriented programming language COBOL. Designing structured programs, including table handling, array processing, and report generating. Prerequisite: Three hours of computer science. Credit, three hours.

#### CSC 212 COMPUTER SCIENCE II: ADVANCED PROGRAMMING IN PASCAL

A continuation of the development of program design, including style, debugging, and testing larger programs. Advanced features of Pascal, such as records, pointers, and recursion, are studied. Prerequisite: CSC 201. Credit: Three hours.

# CSC 222 INTRODUCTION TO COMPUTER ORGANIZATION

Provides the fundamentals of logic design, the organization and structuring of the major hardware components of computers, and an introduction to concepts of assembly language programming. Prerequisite: CSC 201. Credit, three hours.

#### CSC 301 DATA STRUCTURES AND ALGORITHMS

Topics include the sequential and linked allocation of lists, stacks, queues, and trees. Algorithms for implementation are discussed. Graph theory of finding paths and spanning trees is included. Prerequisite: CSC 212. Credit, three hours.

#### **CSC 321 TOPICS IN COMPUTER SCIENCE**

Topics of current interest in computer science not covered in other courses. Prerequisite: Varies with topi studied. Credit: Three hours.

Under the auspices of Cooperating Raleigh Colleges, students in the mathematical and computer sciences can take courses at North Carolina State University. This option is most often used to add a course or two in a specialized area of interest to the student. However, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, nathematics and statistics have been taken by Meredith students availing themselves of this option.

Students who wish advanced study and research in nathematics should consult with the departmental head and arrange for it through the special studies options listed on page 77.



### MUSIC, SPEECH, AND THEATRE

Professor David Lynch, Head; Professor Clyburn; Associate Professors Page, Fogle, and Vaglio; Assistant Professors Creagh, Garriss, Haeseler, and Stephenson; Artist-in-Residence Powers; Adjuncts Atchley, Cameron, Charlton, Craver, Daugherty, Downward, Dunson, Eagle, Farrington, Goode, Greiner, Hawkins, House, Hudson, Kelly, Lohr, M. Lynch, Mueller, Partridge, Riva-Palacio, E. Stephenson, Thomas, Whitlow, Windham, and Witt; Paul Gabriel, Light and Sound Technician.

### Purpose

The study of music, speech, and theatre at Meredith has a twofold emphasis: (1) the importance of the performing arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest calibre for students who plan to pursue careers in the performing arts.

The student who chooses a major or a concentration in the performing arts will be prepared to pursue a variety of careers: as a teacher, a performer, an actor, a director, a technician, a business person, a church musician or minister — all directly related to the performing arts; or she may choose a career in a different field, in which the disciplines learned in the performing arts will give her a distinct advantage in mastering other skills.

### Areas of Concentration

The department offers the following major programs: Bachelor of Arts in music or in speech/theatre; Bachelor of Music in applied music (concentration in instrument, voice, or piano pedagogy) or in music education.

A Certificate in Church Music may be earned in conjunction with any of the undergraduate majors in music. Minors are available in music, musical theatre, and theatre. Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The Master of Music, with a major in either Performance and Pedagogy or in Music Education, is also offered. Information is available in the music department or in the Graduate Office.

### Audition and Interview

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music or theatre come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and

Music, Speech, and Theatre

potential. An audition is prerequisite for admission into a major program and for scholarship consideration, and sometimes, though not always, for admission to the college itself. In cases where distance prohibits a personal visit, a tape recording and/or video tape may be sent in lieu of a personal audition.

# Requirements for a Major BACHELOR OF ARTS

#### 1. Major in Music

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. Some students pursuing the B.A. in music also obtain the early childhood or intermediate education teaching certificates; some, a second major in another subject (such as religion, psychology, business, mathematics) to prepare for careers which provide the opportunity to use a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

Music Courses	32
Theory 100, 101, 202, 203	2
Ear-Training 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	
Music Literature 215	
Music History 310, 311, 312, 313	3
Seminar in Music Literature	
Applied Music and Electives	16
Minimum in applied music	3
Graduation Recital 490	
Electives in music	7

#### 2. Major in Theatre/Speech

The Bachelor of Arts in Theatre/Speech is designed to introduce the student to the theory and practice of oral communication in the social, business, or theatrical worlds. It may easily be combined with a second major in any other subject. It is interdisciplinary in nature, and it places an emphasis on the related disciplines of theatre and of oral communications.

The Bachelor of Arts in Theatre/Speech requires at least 36 hours, as follows:

Required Courses	28-30
Speech 150 (Voice and Articulation)	. 3
Speech 225 (Fundamentals of Speech)	. 3
Speech 326 (Oral Interpretation of Literature)	
Speech 350 (Oral Communications for Business a	
the Professions)	
or	
Speech 494 (Selected Topics in Speech	
Communication)	. 3
Theatre 124 (Acting I)	. 3

Theatre 214 (Introduction to Theatre)
or
Theatre 315 (History of Theatre)
Theatre 425 (Directing)
Theatre 240 (Practicum: at least three
different practicals)
English 355 or 356 (Shakespeare)
or
English 356 (Advanced Writing)3
Senior Project 920 (area of specialization) 1-3
Guided electives in Speech or Theatre 6-8

#### 3. Concentration in Musical Theatre

Musical Theatre receives a great deal of emphasis at Meredith. Each  $y \in ar$ , "Meredith Performs" offers at least one major musical comedy and/or operatic production. Faculty in music, speech, and theatre have great interest in, and commitment to, musical theatre.

The student may choose a concentration in musical theatre in one of the following ways:

- a. She may major in music and minor in theatre (Bachelor of Arts or Bachelor of Music).
- b. She may major in theatre/speech and minor in music (Bachelor of Arts).

#### BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in applied music or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in applied music prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching, private teaching, and church music. The study of music in all of the programs, including the B.A. in music, may also prepare the student for specialized study leading to various types of work related to the music industry.

### 

Social and Behavioral Sciences 6	Literature of Applied Music 314 2
A. History of Western Civilization 3	Principal applied study (piano)22
B. Select a course from the following	Secondary applied study(ies) 4
categories: economics, human	Pedagogy 220, 321, 322, 423, 424, 425
geography, politics, psychology	Lecture-recital or workshop 391
sociology, and anthropology3	Graduation Recital 490
Mathematics and Natural Sciences 3-4	Electives in music
Select one course from the following	
categories: biology, chemistry,	
mathematics, physical geography, physics	Major in Music Education
Health and physical education 4	Major in Music Education
(Choose four activity courses, or two	LIBERAL ARTS AND SCIENCES
activity courses and a two-hour course in	English Composition
health or first aid)	Major British Writers3
Electives in liberal arts and sciences 4-11	Foreign Language
	(Students will be placed at the appropriate
MUSIC COURSES	level by the department of foreign language.)
1. Concentration in Keyboard or Instrument	Religion
Theory 100, 101, 202, 203	(A six-hour introduction to the Old and New
Ear-Training 150, 151, 252, 253	Testament or a three-hour introduction to
Keyboard 140, 141, 242, 2434	Biblical literature and one advanced three-
Music Literature 215	hour course)
Music History 310, 311, 312, 313 8	Social and Behavior Sciences 6
	A. History of Western Civilization 3
Pedagogy 220, 322	B. American Ethnic Relations (SOC335) 3
Seminar in Music Literature 494	Mathematics and Natural Sciences 6-7
Seminar in Theory 394	Mathematics
Literature of Applied Music 314	Natural Science
Principal applied study	(Select from one of the following
Secondary applied study(ies) 4	categories: biology, chemistry,
Junior Recital 390	physical geography, physics)
Graduation Recital 490	Health and Physical Education 4
Keyboard proficiency	(Choose four activities courses or
Music electives	two activities courses and a two-hour
Organ majors must take Advanced	course in health or first aid)
Keyboard 340	Electives in liberal arts and sciences 7-8
2. Concentration in Voice	Dicerred in indicata and determed in in in it is
Theory 100, 101, 202, 203	MUSIC AND PROFESSIONAL
Ear-Training 150, 151, 252, 253 4	EDUCATION82
Keyboard 140, 141, 242, 2434	Theory 100, 101, 202, 203
Music Literature 215 2	Ear-Training 150, 151, 252, 253 4
Music History 310, 311, 312, 313 8	Keyboard 140, 141, 242, 2434
Pedagogy 220	Music Literature 215
Phonetics 256, 257	Music History 310, 311, 312, 313 8
Seminar in Music Literature 494 2	Winds and Percussions 070 4
Seminar in Theory 394	String Instruments 060
Literature of Applied Music 314 2	Guitar Lab 068
Voice	Instrumentation 304
Secondary applied study(ies) 4	Choral Arranging 308
Junior Recital 390	Conducting 300, 301
Graduation Recital 490	Principal applied study
Keyboard proficiency	Secondary applied study(ies)
Music electives	Students whose principal applied study is
	not voice should take 3 hours of voice as
3. Concentration in Piano Pedagogy	secondary applied or elective.
Theory 100, 101, 202, 203	Graduation Recital 490
Keyboard 140, 141, 242, 2434	Keyboard proficiency
Ear-Training 150, 151, 252, 253 4	, F
Music Literature 215	
Music History 310, 311, 312, 313 8	

EDUCATION, METHODS, AND	
ELECTIVE COURSES	
Materials and Methods Elementary 720	2
Materials and Methods Middle 721	2
Materials and Methods Secondary 722	2
Educational Psychology 234	3
Foundations of American Education 232	3
Student Teaching 439 (Block)	6
The Psychology of Exceptional	
Individuals (PSY 205)	3
Reading (EDU 344 or 471)	-3
Introduction to Audio/Visual Materials (EDU 441).	1
Certificate in Church Music	

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the four major undergraduate degree programs in music, including the following specific requirements:

Conducting 300, 301
Church Music 395, 396, 397 6
Field Work 934
Religion
(In addition to the six-hour religion
requirement for all degrees, choose six
additional hours. The following are
recommended: REL 381, 382, 384, 389)
Applied Music
Principal applied
(Organ, voice or piano)
Complete 300 level
Secondary applieds
At least two semesters at 100 level in
two of the following (other than
principal applied): organ, piano, voice
Graduation Recital 490
Ensembles must include the following experiences:
Choral ensembles 4 semesters
Handbells 2 semesters
Accompanying 2 semesters
(Students whose principal applied is organ
or piano)
•

### Requirements for a Minor:

Twenty-four hours, including MUS 100, 101, 150, 151, 140, 141, and at least six hours (excluding ensembles) at 200 level or above.

#### MASTER OF MUSIC

Meredith offers two graduate degrees in music. The Master of Music in Performance and Pedagogy emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. The Master of Music in Music Education emphasizes philosophy, theory, and methods of music education, advanced courses in education, and psychology and music courses to produce music educators of the highest

calibre. Requirements for these degrees are outlined in a separate publication which may be obtained from the music department or from the Graduate Office.

### Preparatory Division

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

#### **Facilities**

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Iones Auditorium (theatre, organ recitals, dance). Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EOUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two Holtkamps, a Ryan tracker, and a Wicks), an electronic piano laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including several synthesizers; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre possesses excellent lighting, sound, and stage machine systems, making it one of the bestequipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains a number of scores, including several complete editions, over 3,500 recordings, and several courses of programmed instruction on tapes and computer diskettes.

#### Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith's students are the Friends of the College, Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, and the National Opera Company. Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 15 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. Regular attendance at public performances is as much a part of the learning experience as lessons, literature, history, practice, and other classes.

# Specific Requirements for Music Majors

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly — whether on stage, in church, in the classroom, or in the studio — in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music in performance and pedagogy candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

### Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

All students in the Bachelor of Music degree program must complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

#### Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

### Courses in Music

Courses in music may fulfill humanities-fine arts area distribution requirements.

### Theory

#### MUS 100, 101 ELEMENTARY THEORY

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: Theory 100 before 101. Three class hours weekly. Credit, three hours each semester.

#### MUS 140, 141, ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: 140 before 141. Credit, one hour each semester.

#### MUS 150, 151 ELEMENTARY EAR-TRAINING

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. The course is designed to enhance a theoretical understanding of melodic, rhythmic, and harmonic movement. Use of listening and computer labs to drill practical skills. Prerequisite: 150 before 151. Two class hours weekly. Credit, one hour each semester.

Music, Speech, and Theatre

#### MUS 202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th centery techniques. Harmonic dictation. Prerequisites: Theory 101 before 202, 202 before 203. Credit, three hours each semester.

#### MUS 242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with Theory 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: Keyboard 141 before 242, 242 before 243. Credit, one hour each semester.

#### MUS 252, 253 INTERMEDIATE EAR-TRAINING

Continued development of sight-singing and eartraining skills begun in Ear-Training 150, 151. Prerequisite: Ear-Training 151 before 252, 252 before 253. Two class hours weekly. Credit, one hour each semester.

#### MUS 304 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: Theory 202. Credit, one hour.

#### **MUS 308 CHORAL ARRANGING**

Sung melody and the manner in which it may be arranged, beginning with plainsong and progressing through the 20th century. Emphasis upon counterpoint, voicings, form, function, and accompanying instruments in arranging music for two, three, and four or more voice parts. Assignments are selected by the student in consultation with the instructor to meet her individual needs. Prerequisite: Theory 202. Credit, two hours.

#### MUS 340 ADVANCED KEYBOARD TECHNIQUES

Intense development of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: Piano 144, Keyboard 243. Credit, one hour.

#### MUS 394 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. May be repeated for credit. Prerequisite: Theory 203. Credit, two hours.

#### MUS 506 COMPUTERS AND MUSIC

An introduction to Basic programming with emphasis upon the development of algorithms based upon musical content. Flow-charting is studied as a technique which helps to clarify the overall direction of a program. Computer games as well as low and high resolution graphics are included. Credit, two hours.

#### MUS 105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. Credit, one to four hours each semester.

# History and Literature MUS 214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. Credit, three hours.

#### **MUS 215 MUSIC LITERATURE**

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors. Credit, two hours.

#### MUS 310 MEDIEVAL AND RENAISSANCE MUSIC

A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. Credit, two hours.

#### **MUS 311 BAROQUE MUSIC**

A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. *Credit, two hours*.

#### MUS 312 CLASSIC AND ROMANTIC MUSIC

A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. Credit, two hours.

#### MUS 313 TWENTIETH CENTURY MUSIC

A historical and stylistic study of music of the twentieth century, including analysis, composition, performance, and listening. *Credit, two hours*.

#### MUS 314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. Faculty and student performances of representative compositions will be incorporated. *Credit, two hours.* 

#### MUS 494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit. Credit, two hours.

# Music Education, Pedagogy, Phonetics MUS 060 STRING INSTRUMENTS

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit. Credit, one to three hours each semester.

#### MUS 070 WIND AND PERCUSSION INSTRUMENTS

A beginning instrumental class which gives the student the opportunity to gain competency in playing at least two brass and woodwind instruments, and basic snare drum rudiments. For the winds, emphases are upon correct embouchure, fingerings, breathing, and tonguing. May be repeated for credit. Credit, one to three hours each semester.

#### MUS 220 PEDAGOGY I

Survey of beginner methods and elementary literature, technique, and theory. Two class hours weekly. Observation of lessons of beginning and elementary students. *Credit, two hours*.

#### MUS 321 PEDAGOGY II

Survey of intermediate literature and materials. Observation of lessons of intermediate students. *Credit, two hours.* 

#### **MUS 322 PRACTICUM**

Teaching of a beginning student, and observation of intermediate students. Continues through two semesters (fall and spring). Credit, one hour each semester.

#### **MUS 423 PEDAGOGY III**

Survey of advanced literature and materials. Credit, two hours. Corequisite, MUS 424.

## MUS 424 PRACTICUM

Teaching student(s) beyond the beginning level. Observation of advanced students. Continues through two semesters (fall and spring). Credit, one hour each semester.

#### MUS 425 SEMINAR/INTERNSHIP

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks. Credit. two hours.

#### MUS 256, 257 PHONETICS FOR SINGERS

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, Ecclesiastical Latin, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature. Credit, one hour each semester.

# MUS 300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conduction patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: Theory 101; 300 before 301. Credit, two hours each semester.

#### MUS 503 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance. Credit, two hours.

# MUS 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching is included. Prerequisite: Theory 101, Ear-Training 151. Credit. two hours.

# MUS 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisite: Theory 101, Ear-Training 151. Credit, two hours.

# MUS 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching is included. Prerequisite: Theory 101, Ear-Training 151. Credit, two hours.

#### MUS 744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum and learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audiovisual materials and equipment in the classroom. Prerequisite: IDS 100. Credit, two hours.

Music, Speech, and Theatre

#### Church Music

#### **MUS 395 HISTORY AND LITURGIES**

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies). Credit, two hours.

#### **MUS 396 HYMNOLOGY**

A study of the hymns of the Christian church, their history and their function in worship. Credit, two hours.

# MUS 397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church. Credit, two hours.

#### MUS 934 FIELD WORK IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours' rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Credit one to two hours per semester. May be repeated for credit to a maximum of four hours.

#### Ensembles

All undergraduate music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year and the student teaching semester). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All students whose principal applied study is a keyboard instrument are expected to accompany (with or without academic credit) each semester. (Note restriction on ensemble credits, page 71.)

#### **MUS 234 CHORUS**

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. Credit, one hour each semester.

## **MUS 236 ACCOMPANYING**

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany (with or without credit) every semester. A two-semester class in accompanying is requisite for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible. Work in preparation of a recital for one major; of lessons and jury examinations for two majors; of lessons and juries for four non-majors; or

accompanying an ensemble. Credit, one hour each semester.

#### MUS 237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. Credit, one hour each semester.

#### **MUS 238 ORCHESTRA**

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. Credit, one hour each semester.

#### MUS 239 HANDBELL CHOIR

Students interested in playing handbells must be able to read music. Credit, one hour each semester.

#### MUS 334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of chorus, or permission of the instructor. Credit, one hour each semester.

#### **MUS 335 PIANO ENSEMBLE**

Study of works for piano, four hands, or two pianos. Credit, one hour each semester.

#### MUS 434 VOCAL ENSEMBLE

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. Credit, one hour each semester.

#### Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours	Weekly Half-	Weekly
Credit	Hour Lessons	Practice Hours
1	1	5
2	2	10
3	2	15
4	2-3	20

Music, Speech, and Theatre

#### Recital

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. Pass-fail grading. Credit, one hour each semester.

#### **MUA 290 SOPHOMORE RECITAL**

#### MUA 390 JUNIOR RECITAL

#### MUA 391 LECTURE-RECITAL

The piano pedagogy student will present a lecturerecital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

#### MUA 490 GRADUATION RECITAL

#### Piano

Professor Clyburn, Coordinator; Associate Professor Fogle; Special Instructors Cameron, Daugherty, House, Lohr, M. Lynch, and Windham.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

#### MUA 040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. Pass/Fail grading only. Credit, one hour.

## MUA 041 INTERMEDIATE CLASS PIANO

A continuation of Piano 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: Piano 040 or permission of the instructor. Pass/Fail grading only. Credit, one hour.

#### MUA 044 PREPARATORY PIANO

Study of repertoire less difficult than that listed under Piano 144. A maximum of six semester hours of this work for credit permitted.

#### **MUA 144 PIANO I**

Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

#### **MUA 244 PIANO II**

Bach sinfonias, Well-Tempered Clavier, suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

#### **MUA 344 PIANO III**

Bach Well-Tempered Clavier, toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

#### **MUA 444 PIANO IV**

Bach Well-Tempered Clavier, chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical, romantic, impressionistic, and contemporary works suitable for graduation recitals.

## Organ

Professor D. Lynch, Coordinator; Special Instructors M. Lynch and Downward.

#### **MUA 145 ORGAN I**

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein, Dupre Seventy-Nine Chorales, works of comparable difficulty from all periods; hymn playing.

#### MUA 245 ORGAN II

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

#### **MUA 345 ORGAN III**

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

#### **MUA 445 ORGAN IV**

Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

## Harpsichord

MUA HARPSICHORD 146, 246, 346, 446 Special Instructor Windham. Music, Speech, and Theatre

#### Violin

Assistant Professor Garriss, Coordinator of Instrumental Music; Special Instructors Atchley, Kelly, Mueller, and M. Partridge.

#### **MUA 164 VIOLIN I**

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloay; sonatinas by Schubert.

#### MUA 264 VIOLIN II

Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

#### MUA 364 VIOLIN III

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

#### **MUA 464 VIOLIN IV**

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven

#### Orchestral Instruments

Courses are also available in the following applied studies:

MUA VIOLA 165, 265, 365, 465

MUA CELLO 166, 266, 366, 466 Special Instructor Hudson

MUA FLUTE 174, 274, 374, 474 Special instructor Whitlow.

MUA CLARINET 175, 275, 375, 475 Special Instructor Craver.

#### Guitar

Special Instructor Stephenson

#### **MUA 068 GUITAR CLASS**

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished. Credit, one hour each semester.

Working knowledge of notes and basic chords in the first position should be established before entering Guitar 168.

#### **MUA 168 GUITAR I**

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini.

#### **MUA 268 GUITAR II**

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

#### **MUA 368 GUITAR III**

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

#### **MUA 468 GUITAR IV**

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.

#### Voice

Artist-in-Residence and Voice Coordinator Powers; Special Instructors Charlton, Farrington, Goode, and Thomas.

#### MUA 154 VOICE I

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classiscal literature. English and Italian pronunciation.

#### MUA 254 VOICE II

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

#### **MUA 354 VOICE III**

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

#### **MUA 454 VOICE IV**

Technical work continued, stressing flexibility. Total repertory to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

#### Speech and Theatre

Assistant Professor Creagh, Coordinator; Instructor Douglass; Sound and Light Technician Gabriel.

Please refer to page 132 regarding the major in Theatre/Speech and the concentration in Musical Theatre. Minors are also available in Speech, Theatre, and Musical Theatre. Individual contract majors in speech communications have also been approved upon request. For further information, consult the area coordinator.

Courses in Speech and Theatre may fulfill humanities-fine arts area distribution requirements for students not majoring in these disciplines.

#### Speech

#### **SPE 150 VOICE AND ARTICULATION**

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety. Offered spring semester. Credit. three hours.

#### **SPE 225 FUNDAMENTALS OF SPEECH**

A basic introduction to public and interpersonal communication that stresses content organization of spoken messages. Units include informative speaking, group discussion and problem-solving, use of language in 'oral style,' and the use of logic and critical thinking in persuasive communication. Offered both semesters. Credit. three hours.

# SPE 226 THE ORAL INTERPRETATION OF LITERATURE

A course designed to teach vocal poise, expression, and clarity through oral performance or literary works.

Literary theory and appreciation are also stressed, but the focus of the course is on developing the ability to communicate literature to an audience. Units include prose, poetry, and group performance. Offered both semesters. Credit, three hours.

#### 5PE 350 ORAL COMMUNICATION FOR BUSINESS AND THE PROFESSIONS

A course designed to provide students with an understanding of business and other professional organizations from a communications perspective. Some attention will be paid to developing specific speaking skills required in "career settings." Units include perception, active listening, managerial communication, group decision-making, interviewing, and proposal presentation. Offered fall semester. Credit, three hours.

# SPE 494 SPECIAL TOPICS IN SPEECH COMMUNICATION

An advanced course in the theory and practice of numan communication. There will be and emphasis on the theoretical foundations of the announced topic. Some topics which are offered include Communication Theory; Interpersonal Communication; Group Performance of Literature. May be repeated for credit when topics differ. Offered alternate spring semesters. Credit, three hours.

#### Theatre

#### THE 214 INTRODUCTION TO THEATRE

This course is designed to give the student a basic understanding and experience in the art of theatre. A general exploration of the elements that comprise theatre, including such units as play attendance, acting,

directing, the critic, the history, and literature. Credit, three hours.

#### THE 124, 224, 324 ACTING

The theories and practical skills of Stanislavski will be covered and applied in a laboratory setting. Warm-up technique, improvisation, and scene study will be used as developmental tools. Literature will vary according to the developmental progression of each student. May be repeated for credit to a maximum of four times. Credit, three hours each semester.

#### THE 240 THEATRE PRACTICUM

This course is designed to give the student practical theatre experience through production work in the areas of acting, technical crews, and/or direction of a one-act play. All course specifications and assignments must be approved prior to registration by the instructor. May be taken a maximum of eight times for credit. Offered both semesters. Credit, one hour each semester.

The following sections are offered:

240-1 Performance (acting, dance, or music)

240-2 Set Design and Construction

240-3 Lighting/Sound

240-4 Publicity/Box Office

240-5 Costuming/Make-up

240-6 Stage Management/Directing

#### THE 245 STAGECRAFT

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and painting, theatre lighting and basic sound systems, and tools and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. Credit, two hours.

#### THE 315 HISTORY OF THEATRE

History of performance, drama, costume, scenic design, and company structure, from Greek theatre to the present. *Credit, three hours*.

#### THE 425 DIRECTING

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: permission of the instructor. *Credit, three hours*.

#### THE 495 SEMINAR IN MUSICAL THEATRE

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts from them. *Credit, three hours*.

#### THE 920 PROJECT: AREA OF SPECIALIZATION

A project, selected by the Speech/Theatre major in consultation with her adviser, which will focus on her area of specialization (Theatre, Speech Communications, Business Communications, etc). Credit, one to three hours.

Psychology

Students who wish advanced study in music, speech, and theatre should consult with the department head and arrange for it through the special studies options listed on page 77. Students may elect courses through the Cooperating Raleigh Colleges.

## **PSYCHOLOGY**

Professor Huber, Head; Professor Aubrecht; Associate Professor Hornak; Assistant Professor Wagner.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

PSY 100 is a prerequisite for all courses with the exception of PSY 204 and PSY 205 where either PSY 100 or EDU 234 can serve as a prerequisite.

# Requirements for a Major

A minimum of 31 semester hours in psychology including 100, 200, and 201. Majors are required to distribute their elective psychology courses by choosing at least two courses from each of the following areas:

Social (PSY 204, 205, 206, 407) Clinical (PSY 304, 305, 306, 308) Experimental (PSY 307, 403, 404, 406, 505)

# Requirements for a Minor

A minor in psychology consists of 18 hours in psychology including a course in statistics.

#### **PSY 100 GENERAL PSYCHOLOGY**

An introduction to the scientific study of behavior, including such topics as development, motivation, learning, thinking, perception, testing, adjustment, personality, and social factors in behavior. Credit, three hours.

# PSY 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Credit will not be allowed for both PSY 200 and MAT 245. Credit, three hours.

#### **PSY 201 EXPERIMENTAL PSYCHOLOGY**

An introduction to the history, methods, art, and ethics of general experimental psychology. Two original research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. Credit, four hours.

#### **PSY 204 DEVELOPMENTAL PSYCHOLOGY**

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Credit, three hours.

# PSY 205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities. Credit, three hours.

#### PSY 206 PSYCHOLOGY OF SEX ROLES

The understanding of women from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of women, the effects of body states on personality, psychophysiologic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, selfesteem, achievement motivation, and changes in the roles women play during their lifetimes. Credit, three hours.

#### PSY 304 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Fall. Credit, three hours.

#### PSY 305 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. Fall. *Credit*, three hours.

#### PSY 306 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders; somatoform disorders, dissociative disorders, character disorders; affective disorders; schizophrenic disorders; and chronic brain syndromes. Credit, three hours.

#### Psychology

# PSY 307 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers. Spring. Credit, three hours.

#### **PSY 308 THEORY AND PRACTICE IN COUNSELING**

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a humanistic approach; however, the student will be acquainted with other theories. Spring. Credit, three hours.

## PSY 403 MEMORY, LANGUAGE, AND COGNITION

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problems solving. Offered fall semester. Credit three hours.

#### **PSY 406 NEUROPSYCHOLOGY**

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena. Fall. Credit, three hours.

#### **PSY 407 SOCIAL PSYCHOLOGY**

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attractions, self-consistency, person perception, aggression, and altruism. Spring. Credit, three hours.

# PSY 504 CONDITIONING AND BEHAVIOR MODIFICATION

An examination of the principles of classical and operant conditioning, including reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior. Offered fall semester. Credit, three hours.

#### **PSY 505 PERCEPTION**

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Spring. Credit, three hours.

#### SENIOR THESIS

The interested and qualifed student may elect to undertake a senior research project under the special studies option.

Students who wish to pursue individualized advanced study in psychology (e.g. advanced classes, research projects, internship experiences) may do so through the special studies options listed on page 77. Special studies have included classes in animal behavior, behavior modification, computer analysis of data, and industrial psychology; research projects in personality, developmental psychobiology, and social psychology; and internship experiences in clinical psychology and applied behavior therapy.

A student may elect courses through the Cooperating Raleigh Colleges.

Religion and Philosophy

## RELIGION AND PHILOSOPHY

Professor Page, Head; Professor Cochran; Associate Professor Vance; Assistant Professors Felton and Saunders; Visiting Lecturer Newby.

The department offers a major in religion.

The introductory courses in religion are designed to acquaint the student with biblical literature and faith as they are related to the contemporary world. The courses beyond the 100-level fall into three categories: religon and society (courses numbered 244, 248, 341, 342, 343, 345, 346); biblical studies (courses numbered 262, 263, 265, 266, 367); and religious history and thought (courses numbered 285, 289, 381, 382, 384, 386). The requirements for a major are sufficiently flexible to provide for the student's personal development and for her choice of career preparation. Most students who major in religion become teachers, church workers, social workers, or find employment in business or industry. Many combine a major in religion with a second major in one of the more professionallyoriented fields of study. A significant number continue their education in graduate and professional schools.

# Requirements for a Major

Twenty-four hours in religion, including one course from each of the three categories, and including 497. At least one course in philosophy is recommended.

## Religion

Prerequisite to all other courses in religion: REL 100 or REL 101 and 102. Students who take REL 100 may not take REL 101 or REL 102. Students who take REL 101 or REL 102 may not take REL 100.

# REL 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken REL 101 and/or 102. Credit, three hours.

# REL 101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A two-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken REL 100. Credit, six hours.

#### **REL 244 CHRISTIAN ETHICS**

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. *Credit, three hours*.

#### **REL 248 WORLD RELIGIONS**

An introduction to the major religions of the world with emphasis on Hinduism, Buddhism, Judaism, and Islam. An examination of the concepts and practices of these religions and their scriptures in order to help the student gain an understanding of and appreciation for religions other than her own. Credit, three hours.

#### **REL 262 THE LIFE AND TEACHINGS OF JESUS**

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. Credit, three hours.

#### **REL 263 THE WRITINGS**

A study of the post-exilic literature of the Old Testament, with particular attention to the wisdom literature, to the writings which re-interpret the history of Israel, and to selected collections of poetry. Credit, three hours.

#### **REL 265 THE PROPHETIC ELEMENT IN RELIGION**

A study of the prophetic books of the Old Testament, with attention to their contemporary value. Credit, three hours.

#### **REL 266 PAULINE LITERATURE**

The development of early Christian life and thought as found in the work and writings of Paul. Credit, three hours.

# REL 285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. Credit, three hours.

# REL 289 INTRODUCTION TO CHRISTIAN THEOLOGY

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics. Credit, three hours.

#### REL 297 SOPHOMORE SEMINAR

Selected topics in religion. Open to all sophomores. Credit, one hour.

#### **REL 341 SOCIOLOGY OF RELIGION**

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 341. Credit, three hours.

#### REL 342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences. *Credit, three hours.* 

#### **REL 343 RELIGION AND LAW**

An analysis of the mutual concerns of religion and law in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues. Credit, three hours.

#### **REL 345 CHRISTIANITY AND OTHER RELIGIONS**

A study of Christian attitudes toward the beliefs and practices of people of other faiths with an emphasis on such concepts as truth, salvation, and religion. *Credit*, three hours.

#### **REL 346 RELIGION IN CONTEMPORARY SOCIETY**

A study of the interplay of religion and social, economic, and political changes. Credit, three hours.

#### REL 367 ARCHAEOLOGY AND THE ANCIENT NEAR EAST

A brief introduction to archaeological method, followed by a study of the history of the ancient Near East in general, and of biblical history in particular, in light of archaeological investigations. Also available as HIS 367. Credit. three hours.

#### **REL 381 CHRISTIAN EDUCATION**

The principles and techniques of Christian leadership. Credit, three hours.

#### **REL 382 HISTORY OF CHRISTIANITY**

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. *Credit*, three hours.

#### **REL 384 RELIGION IN AMERICA**

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. Credit, three hours.

#### **REL 386 PHILOSOPHY OF RELIGION**

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 386. Credit, three hours.

#### **REL 397 JUNIOR SEMINAR**

Selected topics in religion. Open to all juniors who have completed nine hours in religion, and recommended for religion majors. *Credit, three hours*.

#### **REL 497 SEMINAR**

Open to seniors who have had a minimum of 12 hours in religion. Required of majors. Credit, three hours.

#### Philosophy

#### PHI 223 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion. *Credit, three hours*.

#### PHI 351 ANCIENT AND MEDIEVAL PHILOSOPHY

A survey of the theoretical foundations of Western civilization, particularly as developed in the cultures of Greece and Rome. Credit, three hours.

#### PHI 352 MODERN PHILOSOPHY

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours*.

#### PHI 386 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as REL 386. Credit, three hours.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the departmental head and arrange for it through the special studies options listed on page 77.

A student may elect courses through the Cooperating Raleigh Colleges.

# SOCIOLOGY AND SOCIAL WORK

Professor Sumner, Head; Professors Syron and Tucker; Associate Professors Bishop and Zingraff (Director of Program in Sociology); Adjuncts Dawes and Williams.

The department offers a major in sociology and a major in social work with a Bachelor of Arts degree.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education.
Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

Either SOC 230 or 260 is required as a prerequisite for all other courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

# Requirements for a Major in Sociology

Twenty-five hours in sociology, including 230, 374, 375, 489, or their equivalents, and 496. Three hours in statistics, either PSY 200 or MAT 245, or equivalent. Statistics is strongly recommended before SOC 374 and 375.

# Requirements for a Major in Social Work

Liberal Arts Courses: BIO 101; SOC 230, 335, 374, 375; PSY 100, 206; POL 100. (Twenty-two semester hours.)

Social Work Courses: SWK 240, 301, 302, 303, 304, 401, 402, 403, and 404. (Thirty-two semester hours.)

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work Education.

The department strongly recommends that students who major in social work also meet the requirements for a major in an additional field of study.

# Requirements for a Concentration in Criminal Justice Studies

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

#### Sociology

#### SOC 230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research. *Credit, three* hours.

#### **SOC 231 SOCIAL PROBLEMS**

An, eight hours in physics, and a minimum of seven hours in mathematics are required in this degree program.

#### 260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. *Credit, three hours*.

#### **SOC 335 AMERICAN ETHNIC RELATIONS**

A study of present day racial and cultural minorities with emphasis upon scientific facts and changing attitudes and policies. *Credit, three hours*.

#### **SOC 336 CRIMINOLOGY**

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered. Offered alternate years. Credit, three hours.

#### **SOC 337 CORRECTIONS**

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem. Offered alternate years. Credit, three hours.

#### **SOC 338 THE FAMILY**

A study of the structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. Credit, three hours.

#### **SOC 339 URBANIZATION**

A study of urbanization and its effect upon human life. An analysis of urban social institutions, urban places, and social adaptation to urban growth. Urban trends and problems are also examined along with various approaches to urban social planning and policy. Offered alternate years, Credit, three hours.

#### **SOC 340 AGING AND RETIREMENT**

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States. Offered alternate years. Credit, three hours.

#### **SOC 341 SOCIOLOGY OF RELIGION**

For description, see REL 341. Credit, three hours.

#### **SOC 374 SOCIAL RESEARCH**

Examination of concepts and procedures pertaining to social scientific inquiry with emphasis upon problem statement, measurement, analysis, and interpretation of data. Three class hours per week. Corequisite: SOC 375. Also offered as POL 374. MAT 245, PSY 200, or equivalent recommended before 374. Credit, three hours.

#### SOC 375 SOCIAL RESEARCH LABORATORY

Application of concepts and techniques presented in SOC 374. Emphasis upon the practice of social research with special attention given to data processing and analysis and the use of statistics as a tool of research. Offered both semesters. Corequisite: SOC 374. Also offered as POL 374. MAT 245, PSY 200, or equivalent recommended before 375. Credit, one hour.

#### **SOC 431 SOCIAL STRATIFICATION**

The functions of social inequality and the conditions of social justice are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of race and sex receive specific treatment. Offered alternate years. Credit, three hours.

#### **SOC 489 SOCIAL THEORY**

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Credit, three hours.

#### SOC 496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of basic sociological principles directed toward the analysis of selected topics and the presentation of projects to seminar members for evaluation and criticism. Prerequisites: MAT 245, PSY 200 or equivalent, SOC 374 and 375. Offered both semesters. Credit, three hours.

#### Social Work

#### SWK 240 SOCIAL WORK AS A PROFESSION

An introduction to the development, fields, and values of the social work profession. Course provides class release time for a required thirty hours of volunteer work in a social agency. Credit, three hours.

# SWK 301 THE AMERICAN SOCIAL WELFARE INSTITUTION

A study of the current American welfare system as a social institution with an examination of its European beginnings. Includes a description of the current welfare system with an analysis of its service delivery system mechanisms. Offered fall semester. *Credit, three hours*.

#### SWK 302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Prerequisite: POL 100. Offered spring semester. Credit, three hours.

# SWK 303 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

Utilization of the life-span as a framework for examining the impact of individual, organizational, cultural, biological, and community variables on human behavior. The systems framework is used to demonstrate how these variables interact to influence human behavior. The perspective of human behavior developed is utilized in the implementation of a generalist model of social work practice. Prerequisites: SOC 230 and PSY 100. Offered spring semester. Credit, three hours.

#### SWK 304 SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND SMALL GROUPS

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by working with individuals, families, and small groups. The development of professional communication skills is also emphasized. Prerequisites: SWK 240 and SWK 303. Credit, three hours.

#### SWK 401 SOCIAL WORK PRACTICE IN ORGANIZATIONS, COMMUNITIES, AND LARGER SOCIAL SYSTEMS

The generalist model of social work practice as implemented in the context of communities, organizations and bureaucratic settings. Also an emphasis on continuing the development of professional communication skills. Corequisite: SWK 402. Credit, three hours.

#### 150 / COURSES OF STUDY

Sociology and Social Work

#### **SWK 402 SOCIAL WORK FIELD EXPERIENCE**

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. Prerequisites: SWK 301 and SWK 304. Credit, 10 hours

#### SWK 403 FIELD INSTRUCTION SEMINAR

Students meet weekly for directed academic learning related to the integration of social work knowledge with social work practice. Written assignments are required as a demonstration of adequate development of profesional growth. Corequisite: SWK 402. Credit, two hours.

# SWK 404 RESEARCH APPLICATIONS FOR SOCIAL WORK PRACTICE

An examination and evaluation of research and issues of significance to the social work profession and the practice of social work. Also an emphasis on research methods necessary for monitoring and evaluating

professional practice through single subject design. Requires a major project to be presented to colleagues for professional dialogue. Prerequisites: SOC 374 and SOC 375. Credit, two hours.

#### SWK 405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are social work in education, social work in criminal justice, social work and the law, socia work in private industry, and child welfare. Offered as needed. Credit, one to four hours.

A student may elect courses through the Cooperating Raleigh Colleges.

Students who wish community internships or advanced study or research in sociology or social work should consult with the departmental head or an appropriate faculty member to arrange for the special studies options listed on page 77.

# College Directory

# CORPORATION OFFICERS — 1988

**IOHN E. WEEMS** 

President

C. ALLEN BURRIS

Vice President and Dean of the College

CHARLES E. TAYLOR, JR.

Vice President for

Business and Finance

(also serves as Treasurer)

LAROSE F. SPOONER

Vice President for Administrative Affairs

(also serves as Secretary)

SANDRA C. THOMAS Vice President for

Student Development

MURPHY M. OSBORNE

Vice President for

Institutional Advancement

DAVID M. BRITT Assistant Secretary

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GAYLORD LEHMAN Rocky Mount

ROBERT LEWIS Raleigh

MARGARET PARKER Winston-Salem

L. GORDON SINCLAIR Raleigh

EARL W. SPANGLER Shelby

GLENN WHITE Rockingham

# Term Expiration - 1989

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HARRY L. DAVIS

ELIZABETH DOTTERER Sanford

T. EUGENE EFIRD Charlotte

GEORGE GRIFFIN Havelock

HUBERT LEDFORD
Raleigh

JAMES R. NANCE Fayetteville

JOHN SENTER Lillington

# Term Expiration - 1990

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JANE BYRD Hillsborough

JAMES HAGWOOD

Robersonville
GEORGE McCOTTER
Lillington

ERNESTINE NEWMAN Fayetteville

BENJAMIN PARKER Pine Level J. EARL POPE Charlotte

JACK RIGNEY Raleigh

CLAUDE WILLIAMS Durham

# Term Expiration - 1991

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Charlotte

ELIZABETH CALLOWAY Elkins

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CRYSTAL LEATHERS
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Blowing Rock FRED WILLIAMS Greensboro

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Raleigh

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LUCILLE L. ELLIS

Cary

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E. KEMP REECE Greensboro

EDGAR M. ROACH, Jr. Raleigh

VIRGINIA L. ROBERTSON Rocky Mount

HELEN W. RUSHER Richmond, VA

MARY BIDDLE SEMANS

JANE W. SMITH Lumberton

MELBA I. SPARROW

Cary

NATHANIEL L. SPARROW Raleigh

SUSAN STEPHENSON Raleigh

FRED STONE Raleigh

WILLIAM R. STROUD
Raleigh

GARY E. TRAWICK

Burgaw BETSY T. THORNE

Raleigh

THOMAS L. UMPHLETT Raleigh

STUART W. UPCHURCH

Raleigh JAND V

NAN D. VAN EVERY Charlotte

C. ED VICK, Jr. Raleigh

#### 154 / COLLEGE DIRECTORY

Board of Associates
Alumnae Association

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JACK WARDLAW Raleigh

JANE Y. WELLS
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WILLIAM H. WESTPHAL Greensboro

FRANCES P. WOODARD Selma

E.T. WRENN Burlington

EMILY B. YELTON Shelby

PHYLLIS YORK Lexington, KY

HAZEL W. YOUNG High Point

## ALUMNAE ASSOCIATION

Officers 1988-89

(Date following name indicates year of graduation)

SANDRA FLYNT CANIPE, 1966 President Greensboro

LAURA JACKSON WILLIAMS, 1977 Vice President Cary

SARAH CRALLE SNEAD, 1977 Secretary Fayetteville

JEAN BATTEN COOPER, 1954 Past President Winston-Salem

AMY SCOTT CHALLENGER 1979 Director, Asheville Region Asheville

BRUCIE TULL CLARE 1964 Director, Charlotte Region Charlotte

DARLA STEPHENSON PRESCOTT 1981 Director, Elizabeth City Region Windsor ESTELLE WALLER SUMMERLIN 1953 Director, Fayetteville Region Dublin

MEREDITH ELAM MUSE, 1972 Director, Greensboro Region Greensboro

VICKIE TART BURLINGTON, 1968 Director, Greenville Region Greenville

NANCY YOUNG NOEL, 1957 Director, Henderson Region Henderson

LISA DAVIS BOWNE 1979 Director, Hickory Region Hickory

PAULA MARKS LASSITER 1967 Director, New Bern Region New Bern

JANE LANCASTER KIBLER, 1955 Director, Raleigh Region Raleigh

VIRGINIA LANCASTER ROBERTSON 1942 Director, Rocky Mount Region Rocky Mount

KIM METTS, 1983 Director, Wilmington Region Wilmington

DONNA DULL HURT, 1965 Director, Winston-Salem Region Lexington

JUDI WACASTER FORMICA, 1967 Director, North Region Washington, DC

MARY ANN CANADAY SIMMS, 1942 Director, South Region Greer, SC

EMILY CAMPBELL TUCK, 1960 Director, West Region Louisville, KY

# Committee Chairmen

MARY LILY DUNCAN GADDY, 1942 Public Information Raleigh

SUSAN LASSITER LAMPLEY, 1973 Awards and Recognition Carv

SUZANNE POMERANZ, 1972 Education Chapel Hill

BETH PARKER WATSON, 1983

Placement

Chapel Hill

DIANE BACON, 1980 Recruitment Winston-Salem

REBECCA ASKEW, 1976
Institutional Development and Scholarships
Durham

## **FACULTY** - 1987-88

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HELENA W. ALLEN, M.Ed. (1952)

Assistant Professor of Health and Physical Education B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

LYN G. AUBRECHT, Ph.D. (1974)

Professor of Psychology

A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State University.

REBECCA BAILEY, Ph.D. (Spring 1984)

Assistant Professor of Art

B.F.A., A.M., Stephen F. Austin State University; Ph.D., Michigan State University.

CLIFFORD BAKER, Ph.D. (Spring 1986)

Assistant Professor of Business

B.S., U.S.M.A., West Point; M.S., Purdue

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RUTH BALLA, M.S. (1987)

Instructor of Computer Science

B.S., Wilkes College; M.S., North Carolina State University.

RICHARD H. BEHRMAN, M.B.A. (1980)

Assistant Professor of Business

B.B.A., Iona College; M.B.A.,

New York University.

VERGEAN R. BIRKIN, A.M. (1963)

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A.B., A.M., University of Colorado; graduate study, University of North Carolina at Chapel Hill.

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M. TONY BLEDSOE, Ed.D. (1981)

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SANDRA H. BLEDSOE, M.B.A (1987)

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CYNTHIA BROSS, Ph.D. (1981)

Associate Professor of Health and Physical Education B.S.; M.S., Fort Hays State University; Ph.D., Texas Woman's University.

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CRAVEN ALLEN BURRIS, Ph.D. (1969)

Vice President and Dean of the College

Professor of History and Politics

A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary;

A.M., Ph.D., Duke University.

SYLVIA HOWEY BYRD, M.S.H.E., R.D. (1986)

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B.S., North Carolina State University; A.M., UNC-Greensboro; Ph.D., North Carolina State University.

JAMES L. CLYBURN, M.S. (1958)

Professor of Music

A.B., Elon College; M.S., Julliard School of Music.

BERNARD H. COCHRAN, Ph.D. (1960)

Professor of Religion

A.B., Stetson University; B.D., Th.M. Southeastern Baptist Theological Seminary; Ph.D., Duke University; post-doctoral research, Yale University.

ALYSON W. COLWELL, M.F.A. (1984)

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B.S., Pennsylvania State University; M.F.A., Arizona State University.

JACQUES COMEAUX, Ph.D. (1983)

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A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

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CHARLES A. DAVIS, Ph.D. (1967)

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GAYLE FELTON, Ph.D. (1987)

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ROBERT G. FRACKER, A.M. (1962)

Library Assistant, Reference

B.S., East Tennessee State College; A.M., Appalachian State University; graduate study, Duke University.

CLYDE C. FRAZIER, Ph.D. (1982)

Associate Professor of Politics

A.B., Rice University; Ph.D., University of North Carolina at Chapel Hill.

LOIS FRAZIER, Ed.D. (1954)

Professor of Business and Economics and

Director, MBA Program

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

JANET FREEMAN, M.L.S., 1984

Librarian

A.B., University of North Carolina at Greensboro; M.L.S., George Peabody College.

SHEARLE FURNISH, Ph.D. (1986)

Assistant Professor of English

A.B. Transylvania University; M.A., Ph.D., University of Kentucky

PHYLLIS W. GARRISS, Mus.M. (1951)

Assistant Professor of Music

A.B., Mus.B., Hastings College; Mus. M., Eastman School of Music.

ROSALIE P. GATES, Ph.D. (1965)

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A.B., A.M., Ph.D., Duke University; post-doctoral research, Delhi University, India.

SUSAN GILBERT, Ph.D. (1966) (1976)

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B.S., Virginia Polytechnic Institute; M.S.H.E., University of North Carolina at Greensboro; Ed.D.,

North Carolina State University.

BLUMA GREENBERG, A.M. (1976)

Instructor of Art

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J. CRAIG GREENE, Ed.D. (1977)

Professor of Art

A.B., Mars Hill College; M.F.A., University of North Carolina at Greenboro; Ed.D. North Carolina State University.

LARRY L. GRIMES, Ph.D. (1984)

Associate Professor of Biology

B.S., M.S., Ph.D., North Carolina State University.

CAROLYN B. GRUBBS, Ph.D. (1963)

Associate Professor of History

A.B., Meredith College; M.A.T., Duke University; Ph.D., North Carolina State University.

FRANK L. GRUBBS, Ph.D. (1963)

Professor of History

A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

JOSEPHINE GUGLIELMI, Ph.D. (1987)

Assistant Professor of Mathematics

A.B., Duke University; M.S., Ph.D., North Carolina State University.

ISABELLE HAESELER, M.S.M. (1956)

Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

ELAINE HARBISON, M.F.A. (1982)

Assistant Professor of Art

B.F.A., University of North Carolina at Greensboro; M.F.A., University of Georgia.

KAREN HASSETT, Ph.D. (1987)

Assistant Professor of Chemistry

B.S., University of North Carolina at Charlotte; Ph.D., University of Illinois.

DIANE R. HICKS, Ph.D. (1982)

DIAINE R. TIICKS, FII.D. (1902)

Assistant Professor of Home Economics

A.B., A.M., Sam Houston State University; Ph.D., Florida State University.

ROSEMARY T. HORNAK, Ph.D. (1977)

Associate Professor of Psychology

A.B., Wheeling College; A.M., Ph.D., Ohio State University.

Faculty

R. JOHN HUBER, Ph.D. (1974)

Professor of Psychology

B.A., Kent State University; M.A., University of Vermont; Ph.D., University of New Hampshire.

ELLEN M. IRONSIDE, Ph.D. (1982)

Associate Dean for Continuing Education

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill; Certificate, Institute for the

Management of Lifelong Education, Harvard

University.

JEAN JACKSON, Ph.D. (1983) Assistant Professor of English

A.B., Meredith College; A.M., Ph.D. University of Illinois.

JAMES R. JOHNSON, III, Ph.D. (1979)

Associate Professor of Business

(Sabbatical, Spring 1988)

A.B., Elmhurst College; Ph.D., Duke University.

MARY S. JOHNSON, Ed.D. (1980)

Associate Professor of Education

A.B., A.M., Western Carolina University; Ed.D., Duke University.

SUE E, KEARNEY, A.M. (1966)

Director of Admissions

A.B., Meredith College; A.M., Wake Forest University.

IONE KEMP KNIGHT, Ph.D. (1956)

Professor of English

A.B., Meredith College; A.M., University of

Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

VIRGINIA KNIGHT, Ph.D. (1987)

Professor of Mathematics

A.B., DePauw University; A.M., Ph.D., University of Oregon.

VIVIAN KRAINES, Ph.D. (Spring 1979)

Associate Professor of Mathematics

(Sabbatical, 1987-88)

A.B., Ph.D., University of California.

JEROD KRATZER, Ph.D. (1986)

Assistant Professor of Education

B.S., St. Joseph's University; M.A., University of

Delaware; Ed.D., North Carolina State

ANN W. KURTZ, Ph.D. (1979)

Professor of Foreign Languages

A.B., Wellesley College; A.M., Ph.D., University of Maryland.

WILLIAM R. LEDFORD, Ph.D. (1957)

Associate Professor of Foreign Languages

A.B. Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

CHARLES P. LEWIS, III, Ph.D. (1980)

Assistant Professor of Chemistry

B.S., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, Johns Hopkins University.

W. DAVID LYNCH, D.M.A. (1969)

Professor of Music

Mus.B., Oberlin College; Mus.M., D.M.A., Performer's certificate, Eastman School of Music of the University of Rochester; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

JAY D. MASSEY, A.M. (1957)

Associate Professor of Health and Physical Education B.S., University of North Carolina at Greensboro; A.M., New York University.

NAN MILLER, A.M. (Spring 1986)

Instructor of English

A.B., Wake Forest University; A.M., North Carolina State University.

REBECCA J. MURRAY, Ed.D. (1974)

Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University; post-doctoral study, North Carolina State University.

REBECCA S. OATSVALL, Ph.D. (1984)

Associate Professor of Business

B.S., M. Acc., Ph.D., University of South Carolina

MURPHY OSBORNE, Ed.D. (1988)

Vice President for Institutional Advancement B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tennessee.

ALLEN F. PAGE, Ph.D. (1973)

Professor of Religion

A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Theological Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

FRANCES McCACHERN PAGE, Ed.D. (1980)

Associate Professor of Music

A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

THOMAS C. PARRAMORE, Ph.D. (1962)

Professor of History

A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

BRENT A. PITTS, Ph.D. (1981)

Assistant Professor of Foreign Languages A.B., A.M., Ph.D., Indiana University; Post doctoral

study, Princeton University, Ecole Superieure de Commerce de Lyon. Faculty

JAMES W. POWERS, M.M. (1982)

Artist-in-Residence of Music

B.M., East Carolina University; M.M., Miami University.

DOROTHY K. PRESTON, Ph.D. (1961)

Associate Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D., North Carolina State University.

ROBERT K. REID, Ph.D. (1979)

Associate Professor of Biology

B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

JOHN L. SAUNDERS, III, Ph.D. (1987)

Assistant Professor of Religion

B.S., Virginia Commonwealth University; M.Div., Ph.D., Southern Baptist Theological Seminary.

PENNY F. SCOTT, A.M., C.P.A.(1982)

Instructor of Business

B.S., A.M., Appalachian State University.

REGINALD B. SHIFLETT, Ph.D. (1978)

Professor of Chemistry

B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)

Assistant Professor of Photography and Foreign

Languages

A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

BERNICE T. SHUEY, M.B.A., C.P.A.(1982)

Instructor of Business

B.S., Southwest Missouri State University; M.B.A., University of Dayton.

MARY SIEDOW, Ed.D. (1987)

Visiting Professor of Education

A.B., College of Saint Teresa; M.S., Ed.D., Indiana University.

EVELYN P. SIMMONS, M.S. (1962) Associate Professor of Economics

B.S., Georgia State College for Women; M.S.,

University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

DOROTHY J. SIZEMORE, A.M. (1980)

Dean of Students

A.B., William Jewell College; A.M., Georgetown College.

DEBORAH K. SMITH, Ph.D. (1978)

Assistant Professor of Biology

B.A., Vanderbilt College; Ph.D., University of Virginia.

DONALD SPANTON, Ph.D. (1983)

Associate Professor of Business

B.S., Renesselear Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

THERESA SPENCER, M. Econ. (1987)

Instructor of Business

A.B., M.Econ., North Carolina State University.

LAROSE F. SPOONER, Ed.D. (1967)

Vice President of Administrative Affairs

A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University.

MARILYN M. STUBER, Ed.D., (1965)

Professor of Home Economics

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

EUGENE M. SUMNER, D.S.W., (1973)

Professor of Social Work

A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

LESLIE W. SYRON, Ph.D. (1945)

Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

CHARLES TAYLOR, Jr., M.B.A. (1983)

Vice President for Business and Finance

LOUISE TAYLOR, Ph.D. (1978)

Associate Professor of English

A.B., Swarthmore College; M.A.T., Duke University; M.A., Ph.D., Florida State University.

OLIVE D. TAYLOR, M.Ed. (1970)

Instructor of Mathematics

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University, Appalachian State University.

MARY L. THOMAS, Ph.D. (1982)

Associate Professor of Foreign Language

A.B., Ohio University; A.M., Ph.D., University of Michigan; post doctoral study, University of North Carolina at Chapel Hill.

SANDRA CAROL THOMAS, Ph.D. (1974)

Vice President for Student Development

A.B., University of Texas; M.S., Indiana University; Ph.D., Saint Louis University.

DEBORAH TIPPETT, M.S. (1987)

Instructor of Home Economics

B.S., M.S., University of North Carolina at Greensboro.

CHARLES R. TUCKER, Ph.D. (1966)

Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)

Associate Professor of Music

A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music of the University of Rochester.

ROBERT L. VANCE, Ph.D. (1981)

Associate Professor of Religion and Philosophy

A.B., Davidson College; M.Div., Southeastern Baptist

Theological Seminary; Ph.D., Emory University.

NAOMI WAGNER, Ph.D. (1984)

Assistant Professor of Psychology

A.B., M.S., Hebrew University of Jerusalem; Ph.D.,

North Carolina State University.

DOUGLAS J. WAKEMAN, Ph.D. (1984)

Assistant Professor of Business

A.B., Ph.D., University of North Carolina at Chapel Hill.

W. GARRETT WALTON, JR., Ph.D. (1983)

Assistant Professor of English

A.B., A.M., Ph.D., University of Virginia.

SHARON P. WARDEN, Ph.D. (1987)

Assistant Professor of Business

A.B., Evergreen State College; A.M., California State

University; Ph.D., University of Texas.

IOHN EDGAR WEEMS, Ed.D. (1972)

President

B.S., A.M., Ed.D., George Peabody College.

SUSAN B. WESSELS, M.B.A. (1978)

Instructor of Business and Economics

A.B., Grove City College; M.B.A., DePaul University.

BURGUNDE WINZ, Ph.D. (1978)

Associate Professor of Foreign Languages

A.B., A.M., ADI-Germersheim, West Germany; Ph.D.,

University of North Carolina at Chapel Hill.

RHONDA M. ZINGRAFF, Ph.D. (1979)

Associate Professor of Sociology

B.S., Virginia Commonwealth University; A.M.,

Ph.D., Bowling Green State University.

# PART-TIME FACULTY — 1987-88

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

MARCIA ALFORD, M.Ed. (Spring 1988)

Education

B.S., North Carolina State University; M.Ed., Meredith

College.

WILINDA ATCHLEY, (1987)

M.F.A., University of Georgia.

Music

JOHN BELL, M.F.A. (1987)

Art B.F.A., University of North Carolina at Greensboro; MARY STIVERS BRAINARD, M.S. (1986)

Home Economics

B.S. Iowa State University; M.S. Purdue University

SUZANNE BRITT, M.A. (1987)

English

CAROL J. BROWN, M.S. (1984)

Physical Education

(Leave of absence, spring 1988)

B.S. Colorado State University; M.S., Smith College.

CATHERINE CAMERON, M.Mus. (1987)

Music

B.Mus., M.Mus., University of North Carolina at Chapel Hill.

LINDA CAROTHERS, M.S. (Fall 1987 only)

Home Economics

B.S., Westen Carolina University; M.S., University of Tennessee.

CATHERINE CHARLTON, M.Mus. (1987)

Music

B.M., Trinity University; M.Mus., Ohio State

UniversityHELEN COLLIER, M.Ed. (Spring 1988)

A.B., Pfeiffer College; M.Ed., University of North

Carolina at Chapel Hill

BETTY H. COOK, M.H.E. (1976)

Home Economics

B.S., West Virginia University; M.H.E., University of

Georgia.

SUSAN COX, M.A. (1986)

Basketball

B.S., University of North Carolina at Greensboro;

M.A., East Carolina University.

CURTIS CRAVER (1979)

Music

IACOUELYN CULPEPPER, M.M. (1986)

Voice

B.S., Western Carolina University; M.M., Baylor

University

University.

ALICE W. DAUGHERTY, Mus.B. (1971)

Mus.B., Lawrence College; additional study, Julliard

School of Music.

KAREN DAWES, A.M. (Spring 1988)

Sociology

A.B., A.M., East Carolina University

LEWIS DOWNEY, (Spring 1988)

Photography

BROCK W. DOWNWARD, D.M.A. (1976)

Mus.B., Oberlin College; Mus.M., D.M.A., Eastman

School of Music of the University of Rochester.

JUDY DUNSON, A.B. (1985)

Guitar

A.B., Meredith College.

DON EAGLE (1986)

Music

University of North Carolina at Chapel Hill

BETTY JO FARRINGTON, A.B. (1969)

Music

A.B., Meredith College

TAMARA FRANKS, A.M. (1987)

Physical Education

B.S., A.M., East Carolina University.

KAY ANN FRIEDRICH, M.P.H. (1967)

Home Economics

B.S., graduate study, Michigan State University;

M.P.H., University of North Carolina at Chapel Hill.

JOHN W. GIVVINES, B.S. (1975)

Art

B.S., Western Carolina University.

ALICE Y. GOODE, Mus.B. (1974)

Music

Mus.B., Texas Technological University.

MARY GREINER (Fall 1987 only)

Music

A.B., University of Michigan

NANCY HAWKINS, Mus.B. (1979)

Music

Mus.B., Meredith College

LINDSEY HOUSE, M.M. (1985)

Music

B.M., Illinois State University; M.M., University of Oklahoma.

VIRGINIA HUDSON (1981)

Music

Mus.B., University of Texas

JOHN HUGGARD, J.D. (Spring 1986)

Business

A.B., J.D., University of North Carolina at Chapel Hill.

BRENDA O. JOHNSTON, M.S. (1986)

Business

B.A., M.S., North Carolina State University

PAMELA ANN BATH KELLY, Mus. M. (1983)

Music

Mus.B., Mus.M., University of North Carolina at Chapel Hill.

KATHRYN KING, A.M. (Fall 1987 only)

Business

B.S., East Strousburg State College; A.M. Ohio State University

NANCY LeVERE, Ph.D. (1987)

Psychology

A.B., M.S., Ph.D., North Carolina State University.

TOM LOHR, Mus. M. (1979)

Music

B.Mus., University of North Carolina at Chapel Hill;

Mus.M., University of Kentucky

MARILYN LYNCH, A.M. (1977)

Organ

Mus.B., Syracuse University; A.M., Eastman School of Music.

JOANNE MCDANIEL, M.P.A., (1987)

History

A.B., M.P.A., North Carolina State University

MAUREEN McGREGOR, A.M. (1986)

English

B.A., University of Leeds; M.A. North Carolina State University

KIMBERLI McMURRAY, B.S. (1987)

Golf

B.S., Meredith College

ALDO MELITO, A.B. (1986)

Dance

A.B., Grinnell College

MANLEY MIDGETT, M.S. (1987)

Education

B.S., M.S., University of North Carolina at Chapel Hill.

CATHRYN MUELLER, M.M. (1985)

Music

B.M., M.M., Southern Illinois University

MICHAEL NOVAK, Ph.D. (1987)

History

A.B., Denison University; A.M., Ph.D., Harvard

University

MARTA PARTRIDGE, Mus.B. (1981)

Music

Mus.B., New England Conservatory.

CRISTA A. PRITCHARD, A.B. (1976)

Equitation

A.B., Meredith College.

LOUISE REISS, Ph.D. (1982)

Foreign Languages

A.B., Pennsylvania State University; Ph.D., University

of North Carolina at Chapel Hill.

NANCY RIVA-PALACIO, A.M. (1979)

Music

A.B., Westhampton College; A.M., Columbia

University; Certificat d'Etudes, Sorbonne, University of Paris.

CAROLEIGH ROBINSON, M.F.A. (1987)

Art

B.F.A., Maryland Institute College of Art; M.F.A., University of North Carolina at Chapel Hill.

RACHEL SMITH, Th.M., (Fall 1987 only)

Religion

Th.M., Southeastern Baptist Theological Seminary.

EDYTHE STANISLAW, M.S. (1985)

**Mathematics** 

A.B., Geneva College; M.S., Oklahoma University.

PEGGY STARKEY, Ph.D. (1980)

Sociology

A.B., Southern Methodist University; M.Div., S.T.M., M.Phil., Ph.D., Union Theological Seminary.

VIRGINIA STEINMETZ, Ph.D. (1986)

English

A.B. Wheaton College; A.M., Temple University;

h.D., Duke University

EDWARD STEPHENSON, B.Mus. (1987)

3. Mus., North Carolina School of the Arts.

CATHY STEWART, B.Mus. (1987)

3.Mus., University of Miami

ANET SULLIVAN, A.B. (1983)

1.B., Meredith College. ROBERT TROXLER, M.S.

1987)

nterior Design

3.S., M.S., North Carolina State University

SAMANTHA VACENDAK, D.P.H. (1987)

Iome Economics

3.S., Massachusetts State College; M.P.H., D.P.H., Iniversity of North Carolina at Chapel Hill.

**LUTH WASHINGTON, M.Mus. (1987)** 

**Ausic** 1.Mus., Lawrence University; M.Mus., Northwestern Iniversity.

'AMELA WHITLOW, Mus.B. (1977)

Aus.B., Southern Illinois University.

VELYN WILLIAMS, M.S.W., (1987)

ocial Work

A.B., Duke University; M.S.W., University of North Carolina at Chapel Hill.

RENDA WINDHAM, Mus.M. (1979)

M.E., Central Methodist College; Mus.M., New

ngland Conservatory.

NGE WITT, A.B. (1976)

Ausic

I.B. Hons., London University; Elementary lertificiate, Jacques-Dalcroze Institute through arnegie-Mellon University.

ESLIE YOUNG, M.S. (1987)

Iome Economics

.B., University of North Carolina at Chapel Hill: 1.S., University of North Carolina at Greensboro.

ALLY ZEIGLER, M.M. (1983)

**1usic** 

. Mus., Meredith College; M.M., Ohio State niverstiy

PAUL M. ZIPIN, Ph.D. (1982)

Business

A.B., Temple University; A.M., Pennsylvania State University; Ph.D., University of Connecticut.

## FACULTY EMERITI

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

AUDREY R. ALLRED, M.Ed. (1970)

Associate Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

HAZEL BAITY, A.B., in L.S. (1941)

Librarian

A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

ROGER H. CROOK, Ph.D. (1949)

Professor of Religion

A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; post-doctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

JANE G. DEESE, A.M. (1945)

Technical Services Librarian

A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

BEATRICE DONLEY, Mus.B. (1972)

Professor of Music

Mus.B. (Voice), Mus.B. (Public School Music), West Virginia University; voice with Horatio Connell, Julliard School of Music; voice with Adelaide Gescheidt, New York.

HARRY K. DORSETT, A.M. (1941)

Associate Professor of Education

A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

JAMES H. EADS, JR., M.S. (1958)

Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

SUZANNE FREUND, Ph.D. (1947)

Associate Professor of Foreign Languages

Ph.D., University of Heidelberg.

HELEN JONES, A.M. (1969)

Instructor of English

A.B., A.M. University of North Carolina at Greensboro.

MARY BLAND JOSEY, M.Ed. (1953)

Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

Administration

SARAH McCULLOH LEMMON, Ph.D. (1947) Professor of History

B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARGARET C. MARTIN, A.M. (1953, 1964)

Director of Alumnae Affairs

A.B., Meredith College; A.M., Columbia University.

MARIE MASON, Ph.D. (19

Professor of Psychology

A.A., Campbell College; A.B., Meredith College;

A.M., Ph.D., University of Kentucky.

STEWART A. NEWMAN, Th.D. (1973)

Professor of Philosophy

A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; post-doctoral study;

Duke University, Northwestern-Barrett, University of Rochester.

CLEO G. PERRY, A.B. (1975)

Director of Alumnae Affairs

A.B., Meredith College.

DOROTHY QUICK, B.S. (1970)

Circulation Librarian

B.S., East Carolina University.

NORMA ROSE, Ph.D. (1937)

Professor of English

A.B., Meredith College; A.M., University of North Carolina at Chapel Hill; Ph.D., Yale University.

LEONARD WHITE, A.M. (1964)

Associate Professor of Art

A.B., A.M., University of North Carolina at Chapel

нш

BETTY JEAN YEAGER, A.B. (1948)

Faculty Secretary

A.B., Meredith College.

## ADMINISTRATION - 1987-88

The date in parentheses indicates the year in which the individual joined the Meredith administration.

# Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)

President

LaROSE F. SPOONER, Ed.D. (1967)

Executive Assistant to the President

SHARON H. WOODLIEF, A.B. (1972)

Administrative Secretary

SARAH McCULLOH LEMMON, Ph.D. (1947)

Professor Emeritus and College Historian

# Office of the Vice President for Administrative Affairs

LaROSE F. SPOONER, Ed.D. (1967) Vice President

PATRICIA BOOTH, A.B. (1984) Secretary

#### Office of Publications

CAROLYN C. ROBINSON, A.B. (1958)

College Editor and Director

CAROLYN J. HILL, A.B., (1987)

Publications Specialist

JOANNE COTA (1987)

Secretary

#### Office of Public Relations

JEANNIE S. MORELOCK, A.B. (1988)

Director

JOANNE COTA (1987)

Secretary

## Academics

# Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)

Vice President and Dean of the College

ANNE E. PICKARD, A.A. (1974)
Administrative Secretary

DOTTY LOU GANDY (1979)

Secretary to the Faculty

NELL MegLAUGHLIN (1985)

Secretary to the Faculty

NANCY S. MOORE (1985)

Secretary to the Faculty

ALYCE PARKER-TOWNSEND (1986)

Secretary to the Faculty

GRACE BROCK (1987)

Secretary to the Faculty

MELBA RIVAS-JOHANDOOST (1988)

Secretary to the Faculty

#### Office of the Registrar

CHARLES A. DAVIS, Ph.D. (1967)

Associate Dean and Registrar

SUE TODD, A.B. (1968)

Assistant Registrar

JUDY COOPER, (1987)

Secretary

LISA SOUIRES (1988)

Records Clerk

Library

ANET L. FREEMAN, M.L.S. (1984)

College Librarian

EDWARD M. WALLER, M.S.L.S. (1986)

Technical Services Librarian

SUSAN SQUIRES, M.L.S. (1988)

Reference Librarian

OHN W. KINCHELOE, III, M.A. (1985)

Media Specialist

UDITH L. SCHUSTER, M.S.L.S. (1980)

Assistant Reference Librarian

LINDA G. BURTON, B.S. (1984)

Circulation Librarian

ROBERT G. FRACKER, A.M. (1962)

Library Assistant, Technical Services

ALICE McNEIL (1976)

Library Assistant, Technical Services

GERALDINE SARGENT (1978)

Secretary

MARGARET SEXTON (1975)

Library Assistant, Technical Services

CAROL SMITH, M.M., (1981)

Library Assistant, Music Library

FRANCES HANNAH (1977)

Library Assistant, Technical Services

Office of Continuing Education

ELLEN M. IRONSIDE, Ph.D. (1982)

Associate Dean for Continuing Education

ANNE C. DAHLE, M.Ed. (1972)

Director, Re-Entry Program and Assistant to the Dean

E. PAGE POTTER, J.D. (1987)

Director, Legal Assistants Program

PENELOPE W. AUGUSTINE, M.Ed. (1988)

Director, Enrichment Program

SANDRA C. CLOSE, A.B. (1987)

Re-Entry Assistant

MARTHA FONVILLE, A.A. (1983)

Administrative Assistant

**BETTY M. BASS (1982)** 

Secretary

**Graduate Studies** 

CONNIESUE B. OLDHAM, Ph.D. (1988)

CARROLL B. SNODGRASS (1987)

Administrative Assistant

Honors Program

BERNARD H. COCHRAN, Ph.D. (1960)

Coordinator

International Studies

BETTY WEBB BREWER, Ph.D. (1974)

Coordinator

Business and Finance

Office of the Vice President for

**Business and Finance** 

CHARLES E. TAYLOR, JR., M.B.A. (1983)

Vice President

PEGGY L. LASSITER, B.A. (1988)

Administrative Assistant

Financial and Benefits Services

WILLIAM F. WADE, Jr., B.S., C.P.A. (1986)

Controller

BRENDA G. JACKSON (1986)

Accounts Pavable Clerk

HEATHER D. POLLARD, A.B. (1983)

Payroll Technician

BONNIE FURMAN, B.A. (1986)

Personnel Specialist

PRISCILLA WOOD (1987)

Accounts Receivable Clerk

Information Services

GLENWOOD SANDERSON (1981)

Manager

CHRIS BOST (1986)

Information Systems Assistant

Campus Activities

MARIE MASON, Ph.D. (1969)

Coordinator

College Store

DRU M. HINSLEY, A.B. (1953)

Manager

RUTH L. GOWER (1959)

Assistant Manager

MARY ANN REESE, B.S. (1984)

Textbook Manager

FRANCES GILLIS (1973)

Store Clerk

Central Services and Printing

LESIA GOODWIN (1979)

Supervisor

Administration

#### **Environmental Services**

JERRY L. BYNUM, B.S. (1984)

Manager

JESSICA LaMONDA (1984)

Housekeeping Supervisor

LON AVENT (1972)

Electrician

LEE ADAMS (1978)

Grounds Supervisor

MARY W. LILES (1960)

Senior Housekeeping Supervisor

**NELLIE PENNINGTON (1966)** 

Environmental Servies Coordinator

HOMER LILES (1987)

Vice President to Environmental Services

#### Maintenance Staff

GALDINO AVILA

ALFONSO CASTENADA

TRI DOAN

THOMAS EDMONDSON

WILLIAM FINCH

**IAMES IONES** 

WILLIE KING

JAMES McDONALD

CHARLES MASON

ALFREDO MENDES

LAWRENCE PRIVETTE

**RUTH OWENS** 

LOIS ROWLAND

MAMIE SANDERS

NAOMI SANDERS

ANNIE RUTH SMITH

McEACHIN-LAWS

**RUTH WILKERSON** 

BETTIE RUFFIN

**CYNTHIA** 

ROBERT REID DONALD SWAIN

LUCRETIA PETERSON

**BARBARA ROBINSON** 

#### Housekeeping Staff

MARY ELIZABETH BELL

**CRAIG BRIDGES** 

DORIS CLINTON

WILLIAM COOPER

CLARA DUNSTON MARGARET GIBSON

LULA HARRELSON **DELORIS HARRIS** 

DOROTHY HINTON WILLIE HOWARD

RETHA JEFFERIES

MADIE LITTLE

Food Services (ARA)

MIKE BELLEFEUIL

Manager

Light and Sound

PAUL GABRIEL, B.S. (1983)

Technician

Post Office

ELIZABETH CURRIN, A.B. (1987)

Postal Supervisor

#### Security

DANIEL G. SHATTUCK (1972)

Chief

JANICE SHATTUCK (1974)

Secretary

#### Staff

W. W. ADAMS

WORTH BAILEY

TIMOTHY MORRIS

ALAN FORE

ROBERT SHATTUCK CHARLES SOCKELL

THURMAN METHENY

KENNETH FORE WILLIAM GRINER

AUBREY UNDERWOOD

SHERWOOD JONES JOE WILSON

V.C. MEDLIN

#### Stables

LUTHER M. HUGGINS, A.A. (1969)

Manager

## Switchboard

ROSEMARIE SORRENTINO

Supervisor

# Student Development

Office of the Vice President for Student Development

SANDRA C. THOMAS, Ph.D. (1974)

Vice President

Office of the Dean of Students DOROTHY J. SIZEMORE, M.A. (1980)

Dean

IANICE McCLENDON, A.B. (1983)

Administrative Assistant/

Coordinator of Housing

SHERRY BATEMAN, B.S. (1987)

Residence Director

LIBBY MULLINNIX, B.M. (1987)

Residence Director

PAULA WILLIAMSON, B.A. (1984)

Residence Director

ELIZABETH WEBER (1987)

Residence Director

MARGE STEVENS (1986)

Residence Director

GURTHA HOLLON, M.Ed. (1986)

Office Assistant

#### Office of Admissions

SUE E. KEARNEY, A.M. (1966)

Director

BARBARA W. CRAIG, B.A. (1986)

Associate Director

ELIZABETH B. CRAVEN, B.A. (1986)

Assistant Director

SALLY L. DAVIS, B.A.

Assistant Director

ANNE C. PUGH, A.B. (1977)

Processing and Records Manager

GLENDA J. HOFFMAN (1986)

Admissions Secretary

**IUDY ESHLEMAN (1987)** 

Secretary

#### Office of the Campus Minister

SAMUEL BANKS CAROTHERS, M.Div. (1982)

Campus Minister

GAY ELLIOTT, B.A. (1983)

Secretary

## Career Services and Cooperative Education

GORDON FOLGER, M.Ed. (1987)

Director

BARBARA J. FICKLIN, B.A. (1987)

Assistant Director for Cooperative Education and

Internships

MARY ELLEN PHILEN, B.A. (1985)

Secretary (part-time)

## Office of Student Activities

CYNTHIA ALLEN EDWARDS, M.A. (1987)

Director

JOAN WYATT, A.B. (1987)

Assistant Director of Student Activities

# Office of Scholarships and Financial Assistance

JOHN B. HIOTT, M.Div. (1968)

Director

ALBERTA HAWES (1976)

Secretary

# Guidance and Counseling

Counselor to be named.

#### Health Services

MARIE MASON, Ph.D., R.N. (1969)

Director

PATRICIA BROOMHALL, M.D. (1980)

Physician

SIDNEY MARTIN, M.D. (1972)

Physician

RUTH PEARCE, R.N. (1980)

Nurse

GEORGIA STEPHENS, R.N. (1979)

Nurse

FRONIA THACKER, B.S., R.N. (1975)

Nurse

# Institutional Advancement

# Office of the Vice President for Institutional Advancement

MURPHY M. OSBORNE, JR., Ed.D. (1988)

Vice President

MARTHA C. HARRELL (1979)

Administrative Secretary

GERALDINE W. MYERS (1978)

Secretary/Receptionist

SUZANNE A. CLARKE, A.B. (1987)

Financial Records Secretary

#### Corporate Relations

BILLIE JO COCKMAN, A.B. (1985)

Director

SYLVIA QUEZADA (1988)

Secretary

#### Alumnae Affairs

DORIS A. LITCHFIELD, A.B. (1987)

Director

CHANDRA N. CHRISTIAN, M.A. (1987)

Director of Annual Giving

HENRIETTA F. BRAUN, A.B. (1987)

Secretary

#### Planned Giving

W. C. LYON, JR., B.S. (1984)

Director

SYLVIA QUEZADA (1988)

Secretary

# Cooperating Raleigh Colleges

ROSALIE P. GATES, Ph.D. (1981)

Director

#### **BUILDINGS AND THE CAMPUS**

JOHNSON HALL, named in memory of Livingston Johnson, is the administration building. It anchors the original campus quadrangle, built in 1926, when Meredith moved from downtown Raleigh to its present location in West Raleigh.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS house 140-170 students each. Most of the accommodations in these three- or four-story buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but offer comparable bath facilities. Some rooms on these floors house three students and some house one.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls.

The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield, Charles Edward Brewer; Wiliam T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family, respectively.

BELK DINING HALL is connected to most residence halls by covered breezeways. Built in 1928, it was dedicated in 1970 in honor of Carol Grotnes Belk.

FANNIE E.S. HECK MEMORIAL FOUNTAIN was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization.

HARRIET MARDRE WAINWRIGHT MUSIC BUILDING is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat Clara Carswell Concert Hall, named in honor of Mrs. Guy T. Carswell.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses a 700-seat auditorium/theater, a studio theater, offices for continuing education, and a writing lab. Jones Hall was first used in 1949.

COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the organ was installed in 1970. It is a three-manual, 35-rank concert instrument with classic voicing and was built by the Austin Organ Company.

SHAW FOUNTAIN is on the front center campus near the entrance to Johnson Hall. The six water spouts control 10 water height stages and are illuminated by multi-colored lights. Named in honor of Henry M. Shaw and his wife, Blanche M. Shaw, the fountain was dedicated in 1974.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. An island stage, separated from the amphitheater by a moat, is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith.

JONES CHAPEL, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and his wife, Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

ESTELLE JOHNSON SALISBURY ORGAN, installed in Jones Chapel, is named in memory of a member of Meredith's first graduating class of 1902. It is an encased mechanical-action instrument of 20 stops and 27 ranks. The two-manual and pedal organ was constructed in 1983 by the Andover Organ Company.

MAE GRIMMER ALUMNAE HOUSE includes offices of the Alumnae Association, bedroom suites for guests of the College, and a reception room and kitchen for social events. For 36 years Mae Grimmer was executive secretary of the Alumnae Association, and the house is named in her honor.

CATE CENTER contains the 240-seat Kresge Auditorium, student-related administrative offices, the college store, Le Greenhouse Cafe, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

SHEARON HARRIS BUILDING, constructed in 1982, houses the departments of business administration and economics and mathematical sciences. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms and a reading

oom. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees Chairman for several terms.

GADDY-HAMRICK ART CENTER is a center for vomen in art. Dedicated in 1987, it houses an art sallery, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, eramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

JOYNER HALL is a classroom building for most courses in education, English, foreign languages, history and politics, psychology, religion and philosophy, and sociology and social work. It also contains offices for faculty, a small auditorium equipped with visual aids, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

CARLYLE CAMPBELL LIBRARY is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, has open stacks, a periodical room, projection room, and private meeting rooms. The library holdings total more than 120,000 volumes and more than 650 subscription periodicals. Resources include print, microforms, film, video and audio recordings, and laser disc and computer software.

MARY E. YARBROUGH SCIENCE RESEARCH BUILDING, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

HUNTER HALL, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used for experimental purposes.

DELIA DIXON CARROLL INFIRMARY AND RESIDENCE HALL was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students and four rooms for three, two of which have a private bath and two which are joined by a bath. The first floor houses the infirmary which has a nurse in residence and a doctor on 24-hour emergency call. The well-equipped infirmary contains eight beds.

CARROLL RESIDENCE HALL ANNEX houses 22 freshmen and two upperclass hall officers. Carpeted and air conditioned, Carroll provides twelve rooms for two students each and a hall bath.

ELLEN BREWER HOUSE is a residence used by the department of home economics in teaching home

management. Named for Ellen Dozier Brewer, member of the faculty for 57 years, the house offers all the facilities of a home-like residence, including four bedrooms and baths, a student study, an office, a living room, a family room, and a kitchen.

WEATHERSPOON PHYSICAL EDUCATION-DANCE BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, and offices for the department of health, physical education, and dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

MARTIN EQUITATION ARENA is located behind Weatherspoon Physical Education-Dance Building. A standard size horse show ring, the arena was dedicated in 1976 in honor of Zeno Martin and Lorna Bell Broughton.

MEREDITH COLLEGE STABLES accommodate approximately 40 college-owned horses. Facilities provide for classroom sessions in equitation was well as for outdoor and indoor riding.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used for entertaining students and other constituents of the College. The house is named in honor of Dr. Luther M. Massey and his wife, Vivian Dawson Massey, in appreciation of their service to Meredith.

FAW GARDEN, MARGARET CRAIG MARTIN GARDEN, TENNIS COURTS, PUTTING GREEN, and THE LAKE are areas that add beauty and interest to the campus.

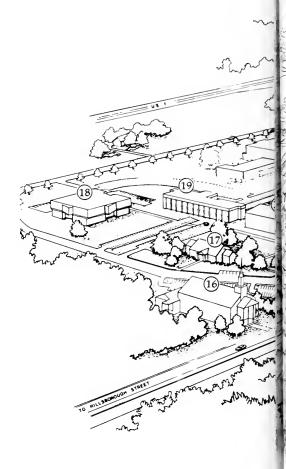
## LOCATION

Located in central North Carolina, Raleigh, home of Meredith College, is a growing capital city of approximately 203,000 people. It is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill.

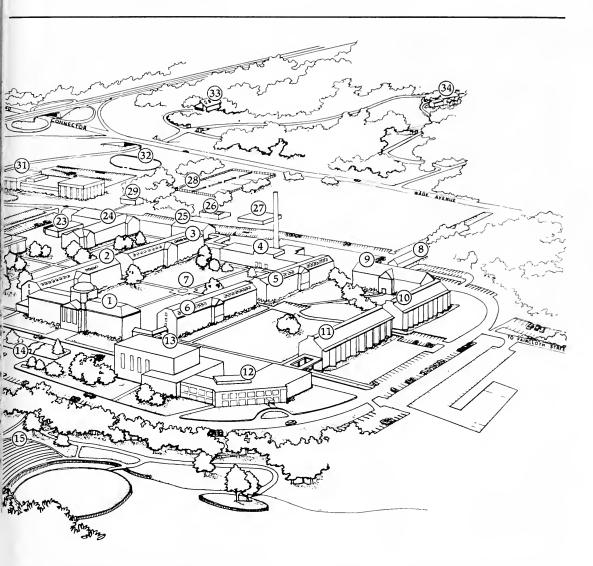
The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue, an I-40 connector, and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, and on the west by U.S. 1. The front entrance faces Hillsborough Street, and appropriate highway markings guide the visitor to Meredith. The Raleigh-Durham Airport, serving the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Approximately 25 miles away is Chapel Hill, site of the University of North Carolina. Duke University is 17 miles away in Durham. Wake Forest, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing at the beaches along the coast.



- 1. Johnson Hall (Administration Building)
- 2. Vann Residence Hall
- 3. Stringfield Residence Hall
- 4. Belk Dining Hall
- 5. Faircloth Residence Hall
- 6. Brewer Residence Hall
- 7. Heck Memorial Fountain
- 8. Maintenance Shop
- 9. Poteat Residence Hall
- 10. Barefoot Residence Hall
- 11. Heilman Residence Hall
- 12. Harriet Mardre Wainwright Music Building



- 13. Jones Hall (Auditorium, Drama, Writing Center, Continuing Education)
- 14. Shaw Fountain
- 15. Elva Bryan McIver Amphitheater
- 16. Christina and Seby Jones Chapel
- 17. Mae Grimmer Alumnae House
- 18. Cate Center
- 19. Shearon Harris Business Building
- 20. Gaddy-Hamrick Art Center
- 21. Joyner Hall
- 22. Carlyle Campbell Library
- 23. Mary Yarbrough Research Center
- 24. Hunter Hall

- 25. Delia Dixon Carroll Infirmary and Residence Hall
- 26. Campus Security
- 27. Carroll Annex (Residence Hall)
- 28. Tennis Courts
- 29. Ellen Brewer Home Management House
- 30. Golf Putting Green
- 31. Weatherspoon Physical Education-Dance Building
- 32. Zeno Martin Arena
- 33. Stables
- 34. Massey House (President's Residence)

# UNDERGRADUATE ACADEMIC CALENDAR

Fall Semester – 1988-89
Arrival of new students Thurs, Aug. 18
Registration Mon., Aug. 22
Registration of freshmen Tues., Aug. 23
First day of classes Wed., Aug. 24
Opening Convocation – Founders' Day
Mon., Aug. 29
Last day to add a course Tues., Aug. 30
Last day to drop a course without paying Tues., Aug. 30
Labor Day Holiday – no classes held Mon., Sept. 5
Last day to make grading changes Wed., Sept. 21
Last day to drop with a "W" grade
Wed., Sept. 21
Midterm: Autumn recess begins at 5:00 p.m Fri., Oct. 14
Classes resume at 8:00 A.MWed., Oct. 19
Midterm reports due at NOON Wed., Oct. 19
Thanksgiving recess begins at 1:00 p.m
Wed., Nov. 23
Classes resume at 8:00 A.M Mon., Nov. 28
Last day to withdraw from a course
Tue., Nov. 29
Last day of classes Tue., Dec. 6
Reading Day Wed., Dec. 7
Final Examinations

# Spring Semester – 1989

Second session ends . . . . . . . . . Sat., July 8

Third session begins . . . . . . . Mon., July 10 Third session ends . . . . . . . . Fri., July 28







#### 172 / COLLEGE DIRECTORY

Enrollment

Correspondence and Visits

## **ENROLLMENT FOR 1987-88**

Fall 1987 Degree Candidates: (Bachelor of Arts, Bachelor of Science, and Bachelor of Music)	
Senior Junior Sophomore Freshmen Re-entry	363 379 412 400 132
Total Undergraduate	1,696
Graduate (Master of Business Administration Education, and Master of Music) Graduate students	n, Master of
Total Degree Candidates	1,876
Other Students in credit courses Students in non-credit courses	149 837
Total Enrollment, Fall 1987	2,862
Summer Enrollment, 1987	793
Students in credit courses by state Alabama Delaware Florida Georgia Illinois Indiana Maryland Massachusetts Minnesota Missouri Nebraska New Jersey New York North Carolina Ohio Pennsylvania South Carolina Tennessee Texas Virginia West Virginia International students	1,766 4 4 1,766 4 6 12 9 3 145
TOTAL	1,991

## **CORRESPONDENCE AND VISITS**

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, North Carolina 27607-5298, and the College telephone number is (919) 829-8600. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

Academic records

Office of the Registrar

Admissions

Office of Admissions

Adult student information

Office of Continuing Education

Alumnae matters

Director of Alumnae Affairs

Catalogue requests

Office of Admissions

Community educational services

Office of Continuing Education

Educational programs

Dean of the College

Expenses

Vice President for Business and Finance

Financial assistance

Office of Financial Assistance

Graduate employment

Office of Career Services

Housing matters

Dean of Students

News items/publications

Office of College Relations

Parents Association

Coordinator of Annual Giving

Student Employment

Office of Financial Assistance

Student interests

Dean of Students

Student reports

Registrar

Summer school

Registrar

Transcripts

Registrar

Vocational testing

Office of Career Services

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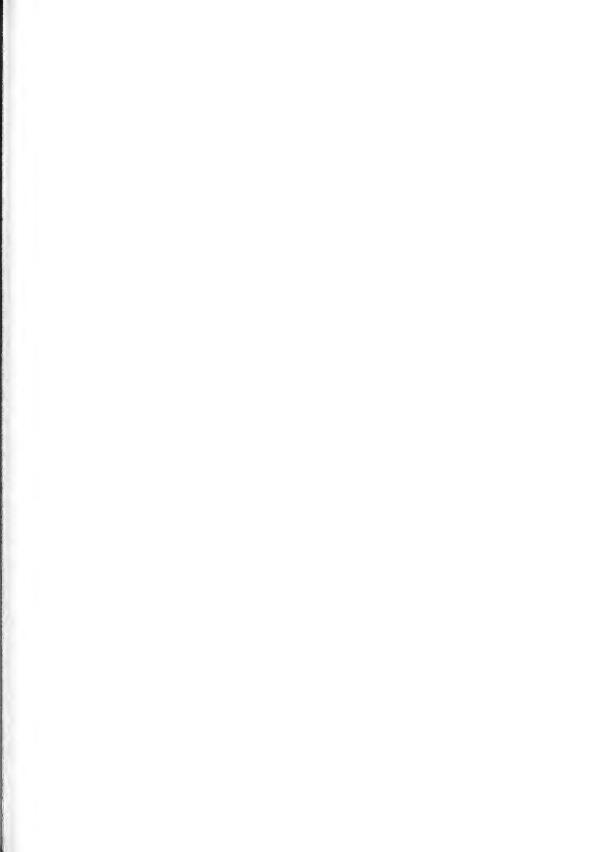
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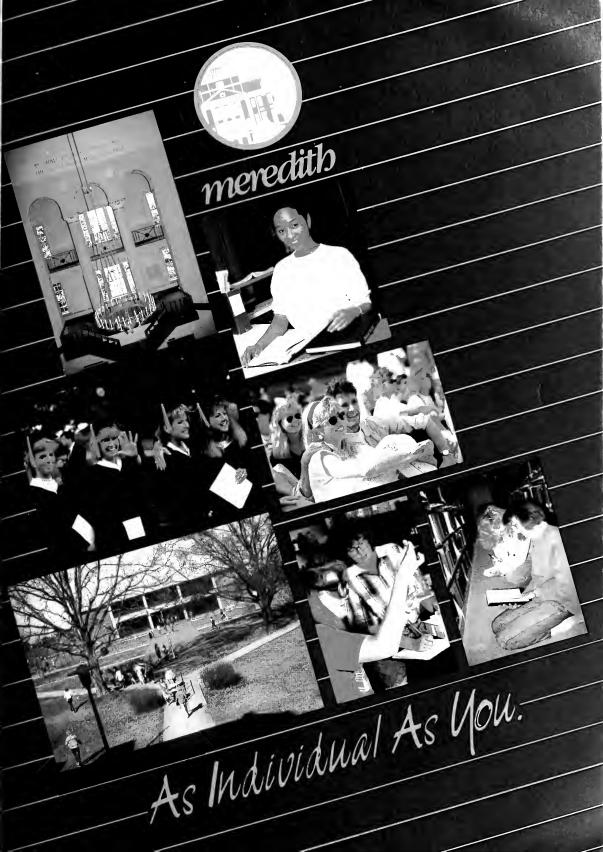
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1891-1991
Honoring Our Heritage
...Expanding Our Vision



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# **CATALOGUE REQUESTS**

Requests for catalogues should be sent to Office of Admissions Meredith College 3800 Hillsborough Street Raleigh, North Carolina 27607-5298.

A list for use in corresponding with other offices or departments may be found on page 181.



#### NONDISCRIMINATORY POLICY

Meredith College admits women students of any age, race, creed, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, creed, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other schooladministered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.

#### **ACCREDITATION**

Meredith College is accredited by the Southern Association of Colleges and Schools to grant the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. It has an approved American Dietetic Association Plan IV program. Graduates of Meredith are eligible for membership in the American Association of University Women.

#### CATALOGUE NOTICE

Meredith College intends to adhere to the rules, regulations, policies, and related statements included in, but reserves the right to modify, alte or vary all parts of this document with appropriate notice and efforts to communicate such changes.

#### PRESIDENT'S MESSAGE

The Meredith freshmen of 1989-90 will graduate in the College's second century. First as students and then alumnae, they join the thousands of women of independent minds, abundant energy for change, and love of truth who, throughout this century, have permeated our culture with their uniquenesses. Through these women, Meredith makes its statement to the world.

While students in the college community, they enjoy the rights and privileges of full citizenship. They govern, they elect, they lead, they choose their academic courses from an exciting curriculum, they grow intellectually, emotionally, spiritually, and socially, they explore new thoughts and experience the treasured tolerance of differences of opinion.



That's how it is at Meredith, the largest private college for women in the Southeast, and ranked by *U.S. News & World Report* as fifteenth among the nation's small comprehensive colleges.

The Chronicle of Higher Education cites some of the advantages of women's colleges:

"Students attending women's colleges are more likely to attain positions of leadership, to become involved in student government, to develop high aspirations, and to persist to graduation. . . . "

"Students become more academically involved, interact with faculty frequently, show large increases in self-esteem, and are more satisfied with practically all aspects of the college experience. . . ."

"Women's colleges account for the top ten institutions cited by Everywoman's Guide to Colleges and Universities as providing the 'healthiest environment' for female students."

"The percentage of students at women's colleges majoring in such fields as chemistry, economics, mathematics, and physics—subjects that have traditionally been dominated by men—is two to three times the national average for women. . . ."

"Women's colleges were pioneers in setting up a variety of programs to meet the special needs of women. . . ."

I believe that founders of the College who celebrated her charter in 1891 would rejoice with us in 1989-90 that a healthy Meredith is moving toward her centennial year still pioneering on the frontiers of knowledge.

John Edgar Weems, President



# Meredith: Purpose and Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the Biblical Recorder, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including a new art center; the library; residence halls; a chapel; an administration building; a gymnasium; a college center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

#### **PURPOSE**

The charter of Meredith states the purpose of the College as follows:

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

A Christian College

#### **OPERATIONAL GOALS**

The College seeks to

- 1. educate women;
- 2. maintain an environment which
  - a. is supportive of Christian traditions and ideals,
  - b. fosters personal integrity, intellectual freedom, and academic excellence;
- 3. offer opportunities to join in a college community which
  - a. values its heritage and traditions,
  - b. promotes citizenship and leadership through participation in selfgovernance and in recreational, social, and religious activities,
  - c. fosters personal relationships,
  - d. is concerned for the well-being and development of each individual;
- 4. provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the arts, sciences, and humanities; and which enhance opportunities for employment and/or additional education. These programs include
  - a. a broad liberal arts component as the core of its undergraduate curriculum,
  - b. majors, minors, concentrations, and certifications,
  - c. graduate studies, and
  - d. continuing education;

- 5. provide opportunities for students through curricular and co-curricular experiences for learning and for service in the community beyond Meredith;
- offer programs and services and to open college facilities to meet educational and cultural need in the greater Raleigh community;
- attract, develop, and retain a faculty who strive for excellence in teaching, scholarship, and artistic performance;
- 8. maintain, operate, and advance the College by providing
  - a. an administrative staff and a student development staff which will support the programs of the College,
  - b. physical facilities and equipment which will meet the needs of the institution,
  - c. financial resources for the operation of the College.

# A CHRISTIAN COLLEGE

Meredith is a women's college of high quality in the liberal arts—a college where commitment to God, to Jesus Christ, and to humanity provides the perspective which integrates the educational program and where the purpose is to provide experiences through which students may develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to

repare students to live responsibly in the ontemporary world. In an atmosphere of reedom and commitment, students are neouraged to realize their potential as adividuals; to keep themselves physically it, to acquire an understanding of and ppreciation for the arts, sciences, and umanities; to exercise creative imagination; o develop skills in analytical thought and ommunication; and to achieve a sense of the direction. Thus, students are prepared or graduate and professional study, for roductive work in the vocations and rofessions, for leadership and responsible itizenship, for family life, and for leisure.

## **L** COLLEGE FOR WOMEN

Meredith was founded on the premise that xcellence in education is as important for romen as for men. Throughout her history, ne College has made important ontributions to the education of women nd has graduated highly qualified women ince the early part of this century. Meredith raduates have pursued careers with istinction and have provided outstanding eadership and service to their communities.

In an environment conducive to selfiscovery and development, Meredith ducates women to lead in and contribute to ociety. In addition to sound academic astruction and opportunities for personal rowth, the College offers special programs and study opportunities relevant to the needs of today's women. It also provides education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual member of the community.

#### **FACULTY**

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 75 per cent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 45 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

Curriculum
Individualized Study

#### CURRICULUM

Meredith offers a curriculum designed to assist the student-living and working as a free person within a community of learners - in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 30 majors. Elective courses may provide for further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers six degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music.

#### HONORS PROGRAM

The Honors Program at Meredith is designed to offer the exceptionally bright and interested student the opportunity to

engage in an enriched program of study. Through this program the intellectually gifted student is challenged to expand her power of thinking—analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction, and to develop the many facets of her whole being. (Details are on pages 59-61).

#### INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those courses listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work with campus study. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also ha



rograms in cooperation with Drew Jniversity, American University, and Marymount Manhattan College whereby a tudent may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain and Switzerland whereby a student may earn a full semester's credit at approximately the same cost as on campus. Other options include residence at the University of Hull in England and lepartmentally-sponsored programs such as a painting in Paris and language study in Angers. In addition, a student may arrange hrough special studies an individualized program of study, or she may participate in programs sponsored by other institutions.

# CAREER DIRECTION

Career opportunities for women are reater now than they have ever been. Jusiness, government, industry, and the professions hire women at all levels of employment, including top administrative and managerial positions. As a result of leveloping technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by mployers. As thinking individuals with

skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering 30 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, and with advice from their major department, students may custom design a cluster of courses which gives specific career direction to their required study in the arts, sciences, and humanities.

# Pre-Professional Studies

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

# Teacher Education

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the



Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

# Teaching Fellows Program

Meredith College is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, is designed to encourage talented high school students to enter a teaching career. Each year it subsidizes the college costs of up to 400 North Carolina high school students at selected colleges and universities that offer enriched teacher education opportunities for the recipients.

Vinners of the North Carolina Teaching ellows Scholarship Loan awards will eceive approximately \$5,000 per year from he State for each of their four years in ollege, provided they meet the program equirements. In addition, Meredith College rill coordinate grant assistance to provide ne difference between the \$5,000 award and ne costs of tuition, room and board at Meredith for each enrolled Teaching Fellow. In Information on the Teaching ellows Program can be found on pages 37 nd 65.

## ocial Work

The major in social work is accredited by ne Council on Social Work Education and offered with a Bachelor of Arts degree. or details, interested students should onsult the Department of Sociology and ocial Work. (See pages 64 and 155-157.)

# Nedical Technology nd Physician Assistant

Meredith offers a degree program in redical technology in cooperation with the tuke Medical School and a degree program or the physician assistant in cooperation ith Bowman-Gray School of Medicine. The etails are available in the Department of iology and Health Sciences, and on pages 2 and 63 of this catalogue.

# Nursing Transfer Curriculum

Meredith's Bachelor of Science in Nursing Transfer Curriculum will enable currently licensed RNs to obtain the general education and science prerequisites needed for subsequent admission to BSN completion programs in other institutions. The curriculum is especially designed for women over 23 who hold an associate degree or diploma in nursing and who are seeking to prepare themselves for the professional level. For more information, see pages 55 and 62.

# Professional Communications

The Concentration in Professional Communications is a program offered through the Department of English for students interested in a variety of careers in communications, including journalism, broadcasting, public relations, and fundraising. Though designed to emphasize the print media, this program can accommodate those students with interests in radio and television. More information is available through the Department of English and on page 63.

Freshman Admission

The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12, with at least 13 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include four units in English, mathematics courses through Algebra II, and credit in foreign language. Careful attention is given to the applicant's grade average in the academic subjects.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class over 65 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with

acceptance being contingent upon continui satisfactory academic performance and completion of the student's course of study

#### Scholastic Aptitude Test

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The rang of test scores for enrolled students is wide because of the importance attached to stropperformance in an academic curriculum in high school.

Each freshman applicant is expected to take the SAT of The College Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December o the senior year. Information and test registration forms may be obtained from the secondary school or from the College Boar ATP, Box 6200, Princeton, New Jersey 08541-6200. While SAT scores are preferred the College will accept scores on the ACT test battery of the American College Testin Program in lieu of SAT scores.

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#### ealth Record

For the benefit of the individual and the llege community, a complete health report required of each student prior to her trance. The medical form accompanies the fer of admission; confirmation of a ident's acceptance is dependent upon the ceipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in order that any special accommodations that might be necessary can be arranged by the College.

#### Interview

Although an admissions conference is generally not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 181.)

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In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

Freshman Admission

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 36.)

# Early Admission

Meredith College will consider for admission students who wish to accelerate their studies by entering college after the eleventh year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as to her academic preparedness.

The College requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If not completed earlier, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.



# Credentials for Adult Students

vishes to enter a degree program, may ualify for admission either by fulfilling reshman admissions requirements or by accessfully completing a prearranged rogram as a re-entry student (see pages 22 and 23). When a specified program is taken, as student is not required to file scores on a Scholastic Aptitude Test. In either case, udents who have been out of the academic vironment for some time are referred to a Office of Continuing Education, which rovides appropriate advising and a rollment assistance.

A woman 23 years of age or older, who

# arly Decision Plan

A student who definitely desires to attend leredith College may wish to apply under le Early Decision Plan. Such a student le ust file her application by October 15 of ler senior year along with a statement dicating that she is applying only to leredith and requesting an early decision. Le should take the SAT prior to her senior lear.

The College takes action on early decision plications by November 15 and notifies ch candidate immediately of the decision. ccepted students are required to make by ecember 15 a \$100 advance deposit, a nonfundable payment that applies toward shman year expenses. (For information

about applying for an early decision on financial assistance, see page 32.)

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. Such a student is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith. The Early Decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

# Regular Admission Plan

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.

Freshman Admission

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a \$100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a \$100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

# Advanced Placement and Credit

The student who has completed the equivalent of college-level study through high school courses, independent study, or

any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special departmental examination; an Advanced Placement Examination of The College Board; and/or a general examination of the College-Level Examination Program of The College Board. Further information about these opportunities may be obtained by writing the Office of Admissions.

# Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

Transfer Admission

#### **FRANSFER ADMISSION**

Each year Meredith admits a number of pualified applicants who transfer from other olleges or universities. Meredith also onsiders applications from students who vish to transfer from technical, business, lible or nursing schools. There are particular procedures and requirements for pplicants from these institutions. (See page 1.)

Students are admitted at all class levels, but at least one year must be completed at deredith College as a requirement for raduation. (See page 74, Residence Credit lequirements.) Students who wish to seek a econd baccalaureate degree follow the dmission procedures for transfer students. See page 59 for information regarding credit equirements for a second degree program.)

# *lequirements*

To be admitted for advanced standing at feredith, the student is expected to have at last an overall C average on work tempted at other institutions, to be eligible return to the last institution regularly ttended, and to be recommended by college fficials. All applicants should be aware that computing the overall grade average, all ollege-level work attempted, except rientation and physical education activity ourses, is considered.

An applicant having less than 30 semester hours of college credit at the time of application must also meet freshman admissions requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having 30 or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. (Information about the health record is found on page 15.)

# Credentials for Adult Students

A woman 23 years of age or older, who wishes to enter or resume a degree program begun earlier, may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a prearranged academic program as a re-entry student (see pages 22 and 23). In either case, students who have been out

of the academic environment for some time are referred to the Office of Continuing Education, which provides appropriate advising and enrollment assistance.

#### Procedure

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable \$25 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space



is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

Applicants for fall or spring are responsible for having an official transcript sent to Meredith from each college or university attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. She is also expected to be recommended by her previous dean of students (or similar official), a college professor, and a third person of her choice. The admissions office provides forms for the references to use in providing recommendations.

Fall transfer application evaluation begins in late February if all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out as quickly as possible after the evaluation process begins. An accepted student for fall must pay a \$100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by late October if all required credentials are on file. Decisions continue on a rolling system of admission after the evaluation process begins. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later.

Transfer Admission International Students

Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools

Because the academic backgrounds of tudents from technical, business, Bible, and sursing schools are so varied, the credentials used in the evaluation of an application are stablished on an individual basis. To be onsidered for admission, a student from a echnical, business, Bible, or nursing school hould follow the procedure described on age 20. In addition, she should have her econdary school send the Office of Admissions a transcript of her high school ecord and her scores on all standardized ests of scholastic aptitude and achievement aken. She should also request the technical, usiness, Bible, or nursing school to send a eport of her scores on any standardized ests taken while enrolled at that institution.

To be admitted to Meredith, the student rom a technical, business, Bible, or nursing chool is expected to have at least a umulative C average on all courses ttempted and on all courses for which redit will be granted. (See page 75 for a lescription of the evaluation of credits from echnical, business, Bible, and nursing chools.) Furthermore, she is expected to be ligible to return to the last institution egularly attended and to be recommended by college officials. The student having less ian 30 hours of acceptable credit must also

meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

# Evaluation of Credit

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 73-76 for information about credit regulations. Special attention is called to the maximum credit accepted from a two-year college (66 semester hours) and from a nursing school (35 semester hours). Attention is also called to the statement about the minimum number of semester hours, including courses in her major fields, that a student must take at Meredith.

# INTERNATIONAL STUDENTS

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national

International Students
Re-entry (Adult) Student Admission

examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language, which is administered by The College Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. For her own benefit, the student should be certain that she has adequate health and accident insurance before traveling to the United States.

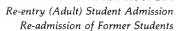
When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to \$1,000, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Further information and application materials are available from the Office of Admissions.

# RE-ENTRY (ADULT) STUDENT ADMISSION

A student who is 23 years of age or older and is interested in completing a Meredith College degree may enroll as a re-entry degree candidate without fulfilling regular Meredith admission requirements. This student files an application in the Office of Continuing Education and has all official transcripts sent to the same address. A student who has previously been enrolled is any post-secondary education program mus have an official transcript sent from each institution attended. If she has had no postsecondary enrollment, the high school record or GED transcript is required. In some cases, secondary school records may be required of students with post-secondary

An evaluation of all academic records is prepared, and the potential student meets with a re-entry adviser. A program of a maximum of 15 semester hours credit as a re-entry student is planned for her. Her performance on this prearranged program then becomes the primary criterion for subsequent confirmation of admission as a degree candidate.





To complete the admissions process, a reentry student must attain at least a 2.0 average in the courses attempted at Meredith. When the prearranged program is satisfactorily completed, the student files the second phase of her application, which includes a personal reference. Once the student is confirmed as a degree candidate, she is assigned an academic adviser in the department associated with her interest area. Credits earned as a re-entry student are applicable to the degree requirements.

NOTE: A student applying for admission to the Bachelor of Science in Nursing Transfer Curriculum enrolls as a re-entry student through the Office of Continuing Education (see above). She must be a registered nurse holding an associate degree or a diploma in nursing. Evidence of current North Carolina licensure is required.

# RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. A special application, obtainable from the Office of Admissions, and a \$15 non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each

college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for readmission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. (See page 80 for a description of the academic retention policy.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for readmission.

#### 24 / ADMISSION

Re-admission of Former Students Special Admission Programs

A student who is approved for readmission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to reenrolling at Meredith, the registrar will consult with the appropriate departmental head.

A former Meredith student who is 23 years of age or older, and who has been out of the academic environment for some time, may be referred to the Re-Entry Program of the Office of Continuing Education for appropriate advising and re-enrollment assistance.

#### PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

## SPECIAL ADMISSION PROGRAMS

# Special Students

Special students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

- 1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar of the opening day of the term.
- 2. A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
- 3. A college graduate wishing to pursue a teacher certification program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the certification program. (See II. B. on page 100.)
- 4. A student who is 23 years of age or older and not interested in completing a Meredith College degree may register for courses for credit as a special student. This student registers in the Office of the

Registrar on the opening day of the term.

## inior Scholars Program

High School senior girls in the local area ho are ready to undertake college-level idy may enroll as special students in urses at Meredith. A student approved for rticipation in the Senior Scholars Program ay attend classes for college credit in the mmer prior to her senior year or in either both semesters of her senior year. formation about admissions requirements d enrollment procedures and Senior holar application forms are available from a Office of Admissions.

#### ONDITION OF ADMISSION

Every person admitted to the College as a ident agrees to the following condition of mission: That Meredith College reserves e right to suspend or to exclude at any ne any student whose academic standing conduct is regarded by Meredith College undesirable or unacceptable.

#### RIENTATION-REGISTRATION

An orientation program is provided prior the start of classes for students entering in ugust. (See page 45 for a description of the ogram and page 180 for the date new students are expected to arrive.) All freshmen and transfer students are expected to take part in the orientation program. Information about this program and the opening of residence halls is sent in late July to all new students by the Office of Dean of Students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of the residence halls is sent to the student after she is accepted for admission.

#### **SUMMER SESSION**

During the summer, the College operates three three-week terms. (See page 180 for dates.) Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the Registrar.



# **Finances**

Meredith College attempts to keep student spenses at a minimum. The fees detailed on a following pages by no means cover the seds of the College; financial support from any sources enables Meredith to offer its orgrams at reasonable rates.

The College reserves the right to change sees for room and board at the beginning each semester if conditions make the ljustment necessary. Students will be given lvance notice of any change to be made. nancial aid is available to students whose seeds qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a sidence hall (see page 176 for a description the residence halls), the cost of three full eals a day for seven days a week in the ning hall, and routine services from the firmary. On-campus residence itself titles the student to meals in the dining all so there are no meal tickets.

Each residence hall room is equipped with telephone. There is no installation charge and no additional charge for local telephone rvice. Long distance service is billed onthly.

Also, each residence hall room is wired or cable television. In addition to providing apabilities for standard residential rogramming, the system is designed to stribute locally-produced Meredith rograms on three channels.

#### **TUITION AND FEES**

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Special students are non-resident students taking credit courses but not pursuing a degree; their tuition charges are determined by their course loads.

#### Full-Time Students

(12-18 credit hours and all resident students)

	S	emester	1	Year
Resident Students Tuition	\$	2,455	\$	4,910
Room, board, and infirmary	_	1,235	_	2,470
	\$	3,690	\$	7,380
Commuting Students Tuition	\$	2,455	\$	4,910

#### Part-Time Students

(1-11 credit hours)

Tuition (for credit or audit) . . . . \$150 per credit hour

#### Additional Course Fees

Credit in excess of 18 hours . . . . . \$150 per credit hour

#### Applied Music

Full-time students

run-time students	
1 half-hour lesson weekly	\$ 75
2 half-hour lessons weekly	\$ 150
Class lessons in piano	\$ 65
Class lessons in guitar	\$ 65

Part-time students (for credit)	
Tuition of \$150 per credit hour plus the	
following fees:	
1 half-hour lesson weekly	\$ 75
2 half-hour lessons weekly	\$ 150
Class lessons in piano	\$ 65
Class lessons in guitar	\$ 65
Part-time students (no credit)	
1 half-hour lesson weekly	\$ 200
2 half-hour lessons weekly	\$ 400
Class lessons in piano 1 hour per week	\$ 125
Class lessons in guitar 1 hour per week	\$ 125
Suzuki violin classes - 45 minute lesson	
weekly (group)	\$ 140
weekly (private)- 1 half-hour lesson	\$ 200
Pace piano classes - two 45 minute classes	£ 222
per week	\$ 280
Art	
Studio fees vary up to \$150 per course to	
cover expendable materials.	
Education	
EDU 439 – Student Teaching	\$ 150
Home Economics	
HEC 455 – Home Management	
Non-Residents	\$ 70
Married Students	\$ 25
Physical Education	
Equitation, golf, bowling, racquetball, and sr	now
skiing.	
Fees are set at the beginning of each semester.	
Social Work	
SWK 402-1 – Field Experience	\$ 50
SWK 402-2 – Field Experience	

#### Auditing Courses

•	1
Full-time students	no cha e
Part-time students	\$150 per credit hu

Students from the Cooperating Raleigh Colleges pe the same additional course fees as full-time Meredith students.

Books, art supplies, gym clothes, and other instructional expenses are not included in the above charges.

# Resident Damage Deposit

A Resident Damage Deposit of \$50 shall be paid by each resident student upon enrollment at Meredith College. The \$50 deposit, minus any charges, will be return to the student upon graduation or withdrawal from the college.

Deposit funds are held in an escrow account and earned interest is credited to te Meredith College Parents' Association.

# Special Fees

Application fee for new students	\$ 15
re-admission	\$ 10
Record evaluation	\$ 5
Graduation fee	\$ 50
(partially covers direct cost of graduation)	- 91
Transcripts\$2.0	0 €:h
Breakage fee	-
Students will be billed for unjustifiable	
damage to college property.	

Terms of Payment

# Health services Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Service is available to non-resident students for \$60.00 per semester.

# ERMS OF PAYMENT

# ayment Schedule

Application fee .....\$25

Advance payment for all entering students .....\$100

Students who are accepted on the Early Decision Plan must make payment on or before December 15. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$15 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning students . . . . . . \$100 All returning resident students must make this deposit before February 15. The fee will be credited to the returning student's account. For resident students who withdraw after the payment of the deposit, \$85 will be refunded if the request is received by May 1.

	Resident		Cor	nmuting
Advance Payment	\$	100	\$	
At the beginning of the first semester		1,745		1,227.50
In the middle of the first semester*		1,845		1,227.50
At the beginning of the second semester		1,845		1,227.50
In the middle of the second semester*		1,845		1,227.50
	\$	7,380.00	<del></del>	4,910.00

\*Charges for additional fees are added to the midsemester payments.



## North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1988-89 was \$1,100,

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar. The grant will be credited to her mid-semester bill for each semester in which she qualifies.

# Deferred Payment Plan

For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment program is available through Academic Management Services, Inc. 50 Vision Boulevard, East Providence, Rhode Island 02914.

# Refund Policy

If a student withdraws or is dismissed from Meredith before the end of a semeste she is responsible for the following percentage of the full semester tuition:

Refunds due will be mailed from the accounting office to the student upon rece of an official withdrawal notification from the registrar.

The same refund policy will apply for reduction of credit hours above the 18 hou level and for part-time students who drop courses.

Board will be refunded on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No refund will be made for room chargi

If a student is receiving financial assistance, the accounting office first determines the total amount of refund that in order according to the formula stated above and then prorates the amounts to be repaid to the various aid funds and, if applicable, to her or her parents. Refunds will be made to the following funds and sources in the sequence listed: (1) Perkins,

Terms of Payment Financial Assistance

) SEOG, (3) GSL, (4) Pell, (5) NCSIG, (6) CLTG, (7) Meredith, (8) NC Contractual d (9) Student/Family. Meredith follows deral and State regulations in determining e percentage and amount refunded to each the funds. Because earnings from a mpus job are paid directly to the student tring the academic year, this form of aid is st subject to the refund policy.

## ontractual Agreement

The preceding statements as to charges d terms of payments are the equivalent of contract between the College and its idents. Neither the president nor the vice esident for business and finance modifies ese regulations without specific thorization from the Meredith Board of ustees. A student is not officially gistered or entitled to enroll in any class til satisfactory financial arrangements ve been made with the business office. Ider no circumstances will a student's inscript or diploma be released until her count is paid in full.

## NANCIAL ASSISTANCE

Meredith offers a student assistance ogram designed to help meet the financial ed of each student. All students enrolled degree (undergraduate and graduate or rtification) programs are eligible to apply financial assistance. This includes

freshmen and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, or handicap. A foreign applicant should consult page 22 for assistance available to students from other countries.

## Principles and Procedures

## The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith financial assistance application and a Financial Aid Form (FAF) to the College Scholarship Service (CSS).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated \$1,250 for books and supplies and miscellaneous personal

expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an oncampus student for 1989-90 is \$8,630. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$3,100 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1989-90 is \$8,010. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by conferring with the financial aid officer.

## Application procedures

All students who wish to apply for any kind of financial assistance should proceed as follows before February 15:

- Return a Meredith financial assistance application to the financial assistance office. This form is available from the Office of Admissions or, for the enrolled students, from the Office of Scholarships and Financial Assistance.
- Complete the Financial Aid Form (FAF) and send it to the Princeton, New Jersey address as shown on the form. Designate Meredith (code number 5410)

as an institution to receive the data. Te FAF may be obtained from the high school counselor or from the college financial aid officer where the students enrolled.

A freshman candidate who is applying fr admission under the Early Decision Plan ad who wishes an early decision on financial assistance should file her aid application before October 15 of her senior year. She will file a Meredith College aid application and and "Early Version" Financial Aid For both of which are obtainable from the Meredith Admissions Office. If these form are received on time, she will be informed about her assistance by December 1. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that a student who received need-bas financial assistance will be required to file "regular" FAF by February 15.

An applicant for admissions should be aware that although admission must be approved before the application for finance assistance can be reviewed, she does not have to be accepted before applying for financial assistance.

Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed by the financial assistance office at all undergraduate schools previously attended even if they have not previously received.

nancial assistance. FAT(s) are available at I college financial aid offices. It is the sponsibility of the student to see that the rm(s) is/are completed.

An application for financial assistance ust be filed each year if the student wishes receive financial assistance; between nuary 2 and February 15, for priority insideration. Applications filed after the iority date will be considered as funds low.



#### The Award

The financial assistance office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

#### Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of assistance awards by December 1. Returning students can expect notification concerning awards by May 1.

## Payment of Award

Scholarships awarded by Meredith are credited automatically to the student's college account. For federal grants and loans, receipts are issued to the student and held in the accounting office for the student's endorsement and crediting toward her account.

The accounting office issues monthly checks during the school year to students having campus jobs.

#### Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues to help her if her need persists and she is making satisfactory progress as specified in a statement available in the Office of Scholarships and Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

#### Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial assistance office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her assistance application.

Other responsibilities of an assistance recipient include completing all forms and special applications requested by the financial assistance office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith. In order to be eligible for most federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

# Types of Assistance Competitive Scholarships

Meredith College Academic Scholarships

These awards are made available by gifts to endow scholarships to recognize students having superior academic ability, achievement and promise. Outstanding freshman candidates are selected to receive the awards, which were valued at \$2,500 pe year in 1989-90. The scholarships are

newable for a total of four years, provided the recipient maintains satisfactory academic cogress in a full-time program of study at leredith College. At least five scholarship wards are available each year for entering eshmen having superior credentials. These wards will, in some instances, carry the time of a particular endowment fund.

#### lia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia amlet Harris, who bequeathed the College or estate with the request that it be used for holarships for promising and deserving udents. Each year 12 scholarships are varded to outstanding freshman applicants oving superior academic credentials. Ecipients of these awards are designated as arris Scholars. Scholarship stipends in this impetitive program range from \$500 to ...500 per year, depending on the financial red of the recipient.

An applicant for admission who wishes to considered for a Harris scholarship ould file the special Julia Hamlet Harris holarship Application in the Office of dmissions by February 15. If she is plying for more than the minimum ipend, by February 15 her parents must so submit a Meredith financial assistance plication to the Office of Scholarships and nancial Assistance and a Financial Aid orm to the College Scholarship Service.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

A.J. Fletcher Scholarship A.J. Fletcher Art Scholarships Robert H. Lewis Scholarship Music Talent Scholarship

Each year three A.J. Fletcher Scholarships, one Robert H. Lewis Scholarship and three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarships are for \$1,250 per year. The Robert H. Lewis Scholarship is for \$1,000 per year. The Music Scholarship varies from \$500 to \$1,500 per year according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical ability, previous performance, and potential achievement in the field of music. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music and the Performing Arts; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

An A.J. Fletcher Scholarship, a Robert H. Lewis Scholarship, or a Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at

Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

Meredith College Scholarship For Achievement in Writing

Meredith College makes available each year a scholarship for an entering freshman who participates in the state writing contest sponsored by the North Carolina Department of Public Instruction. The winner will be selected from the finalists in the North Carolina Writing Awards Program who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, we will give primary consideration to the ranking the student achieved in the statewide writing competition. Other factors that will be considered include standardized test scores related to verbal abilities; high school credentials, especially courses and grades in verbal-oriented subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Scholarship for Achievement in Writing is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall "B" average (3.000 G.P.A.) on work attempted in a full-time program of study.

## Meredith College Scholarship for Achievement in Mathematics

Meredith College makes available each year a scholarship for an entering freshman who is named one of the twenty finalists in the State High School Mathematics Contest, sponsored by the North Carolina Council of Teachers of Mathematics and the State Department of Public Instruction. The winner will be selected from the finalists in the State Mathematics Contest who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, primary consideration is given to the ranking the student achieved in the statewide mathematics competition. Other factors that will be considered include standardized test scores related to mathematical and quantitative abilities; high school credentials, especially courses and grades in mathematically related subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Mathematics Award is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall "B" average (3.000 G.P.A.) on work attempted at Meredith in a full-time program of study.

#### North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. In addition to the \$5,000 per year scholarship/loan provided by the State, recipients who enroll at Meredith will receive grants coordinated by the College to assure that tuition, room and board expenses are covered. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

To apply for a Teaching Fellows Award—a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she recieved the award—a North Carolina student must

- 1. By the stated deadline for the program, file the special Teaching Fellows
  Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.
- Provide all information requested in the application instructions and participate in any required interviews. At both the local-community and regional levels, interviews with a screening committee will be part of the selection process.

 If applying for need-based financial assistance at Meredith, file a Meredith College Financial Aid Form (FAF) with the College Scholarship Service by February 15.

To use a Teaching Fellows Scholarship/ Loan at Meredith, the student must apply and be accepted for admission to the College. Teaching Fellows awards are renewable for each year provided the student meets all Teaching Fellows Program requirements. This includes maintaining a specified grade point average (2.0 for the freshman year and 2.5 for the subsequent years), pursuing a program leading to teacher certification, and participating in required curricular and co-curricular activities.

## General Scholarships

Meredith provides a number of general scholarships for entering and continuing students with financial need.

## North Carolina Contractural Scholarships

North Carolina Contractural Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the State For a student to be eligible for such an award, she must be a legal resident of Nort Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

#### Acteen Studiact Scholarships

This scholarship program is available to North Carolina students who have advance in the achievement plan of the Acteen missionary organization of Southern Baptis churches. The scholarship is for \$200 to \$400 per year, depending upon the Acteens achievement level the student has obtained

Studiact Level of Achievement Oueen or Service	Per Year Value	Four-Year Total Value
Aide*	\$200	\$ 800
Queen with a		
Scepter	\$250	\$1,000
Queen Regent	\$300	\$1,200
Queen Regent in		
Service	\$350	\$1,400
Service Aide**	\$400	\$1,600

Applications are available from Director of Acteens, North Carolina Baptist Convention, P.O. 26508, Raleigh, N.C. 27611-1107.

<sup>\*</sup>Service Aide independent of other levels of achievement

<sup>\*\*</sup>Service Aide in addition to the other four levels of achievement



#### Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of \$100 on her expense for the year.

#### **Endowed Scholarships and Loans**

Friends of Meredith have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. The loan funds are used as needed for meeting financial need. Scholarships and loans are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship or loan.

Earnings from the following funds are available for loan purposes:

The Elizabeth Avery Colton Loan Fund
The Louis M. Curtis Loan Fund
The Dr. and Mrs. O.S. Goodwin Loan Fund
The Mabel L. Haynes Loan Fund
The Betty Hewlett Hurst Loan Fund
The John W.M. Hicks Loan Fund
The Mr. and Mrs. John Billingsley Ingram Loan Fund
The Henrietta S. Jarman Loan Fund
The Edna Tyner Langston Loan Fund
The Masonic Loan Fund
The Helen Josephine Neal Loan Fund

The Old Student Loan Funds
The Olive Chapel Loan Fund
The William H. Reddish Loan Fund
The Ada Middleton Stanback Loan Fund
The W.A. Thomas Student Loan
The William C. Vick Loan Fund

## The following scholarships are also available:

Alumnae Re-entry Club Anne C. Dahle Scholarship James Larkin and Iona Mae Ballou Trust Dr.J.T.J. Battle Scholarship Mary Perry Beddingfield Scholarship Fred C. and Irene Bonhardt Scholarship Annie and John Bostic Scholarship Charles Brewer Scholarship Love Belle Brewer Scholarship Margaret Highsmith Brown Scholarship James E. and Mary Z. Bryan Scholarship Maude Bunn Scholarship Ruth Deaton Burnett Scholarship Ernest F. Canaday Scholarship E.N. Carr Scholarship Z.M. Caveness Scholarship Clancey Memorial Scholarship Class of 1952 Scholarship Edwin S. and Goldie Coates Scholarship Inabelle Coleman Scholarship James Collier Scholarship Elizabeth Avery Colton Scholarship Beulah Rimmer Craig Scholarship Craig-Davis Honors Scholarship Hesta Kitchin Crawford Scholarship K.G. Davenport Dapore Scholarship Essie Dale Hunter Dickson Scholarship Elizabeth James Dotterer Scholarship Jessie Ball Dupont Scholarship

Durham Corporation Education Endowment Fund Lucille Lawrence Ellis Scholarship Myrtle Hart Farmer Scholarship Hester P. Farrior Scholarship Lucy Teague Fassett Scholarship Lillie Grandy Scholarship Addie Iones Hall Scholarship Fuller B. Hamrick Scholarship Julia Hamlet Harris Scholarship Shearon Harris Graduate Scholarship Mattie Ienkins Henderson Scholarship Ruth Hilliard Hensley Scholarship Paula Green Hester Scholarship Ella Greenwood Holcomb Scholarship Sally Wills Holland Memorial Fund Ruth Tucker Holleman Scholarship M.A. Horner Scholarship Mabel Andrews House Scholarship Nannie Willis Hunter Hattie McCauley and Arthur James Scholarship Frances P. Jennings Scholarship Mary Lynch Johnson Scholarship Moses S. Iones Scholarship William W. Lawrence Scholarship Ida Belle Ledbetter Scholarship Robert H. Lewis Scholarship Mangum Scholarship Mr. and Mrs. W.H. Matthews Scholarship Quentin Oliver McAllister Scholarship Mona Blevins McGilvray Scholarship Wilma L. McCurdy Scholarship Ralph McLain Memorial Fund Margaret Mason McManus Scholarship Leroy Martin Scholarship Charles E. Merrill Scholarship Emma Bronson Miller Scholarship Charles S. Mitchell Scholarship

Financial Assistance

rst Baptist Church New Bern Scholarship ancy Newlin Memorial Fund lary Crawford Norwood Scholarship ois Griswold Outland Scholarship largaret Faucette Parker Music Scholarship izabeth Fleischman Patrick Scholarship ?rry-Harris Scholarship arolyn Peacock Poole Scholarship 'a Poteat Scholarship heodore Presser Scholarship homas B. Pruitt Scholarship arlton Sylvester Prickett Scholarship Smith Reynolds Scholarship irginia Lancaster Robertson Scholarship yster-Parker Scholarship len Amanda Rumley Scholarship orothy Hunt Sides Scholarship 4th F. Singleton Scholarship liver Larkin Stringfield Scholastic Fund ne Watkins Sullivan Scholarship 'escott-Daniels Scholarship artha McKeel Whitehurst Scholarship ith C. Wilson Scholarship

#### ampus Employment

scile Ward Yarbrough Scholarship

A variety of on-campus jobs provide a nancial assistance resource in the form of impus employment. For the assistance cipient, the estimated earnings are included her assistance award. Compensation, at inimum wage, is paid monthly directly to e student. Freshman are generally not lowed to work on campus.

#### Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled for at least six semester credit hours, and must be making satisfactory progress toward graduation.

#### PELL Grant

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. All assistance applicants must apply for a PELL Grant.

No separate application is required as the Financial Aid Form (FAF) to the College Scholarship Service serves as the application when it is properly completed. Following an analysis of the FAF a Student Aid Report (SAR) is sent to the student. The student is required to send the SAR to the Meredith Scholarships and Financial Assistance Office regardless of her eligibility.

# Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with analyzed financial need.

Perkins Loan (formerly NDSL)

This program, funded by the federal government and administered by Meredith,



makes available low-interest loans to students with financial need. A student is obligated to repay the loan with interest within a 10-year period. Repayment begins six months after graduation, at termination of study, or at reduction to less than half-time study.

## College Work-Study Program

Many of the students assigned to campu employment are participating in the federally-sponsored College Work-Study Program.

## Stafford Loan Program (formerly Guaranteed Student Loan)

Under this program, a student may be eligible to borrow as much as \$2,625 for each of her first two years of college and t to \$4,000 for the third and fourth years. The federal government will pay interest of the loan while the student is in school. Repayment of principal and interest will begin six months after the student graduate or ceases to be enrolled in college at least half-time. Any student attending Meredith may obtain an application by writing College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. If the student lives out of state, she may prel to inquire about the source of applications from the Educational Assistance Authority for her state of legal residence.

pplemental Loans for Students
Self-supporting students (by definition of leral law), graduate students, or a pendent student under special cumstances may apply for the SLS. Ider this program there are no income strictions, but the borrower must monstrate ability to make the required onthly payments. The maximum yearly nount of the SLS is \$4,000. Applications d details are available from College undation, Inc.

orth Carolina PLUS Loans
The North Carolina PLUS (N.C. PLUS) ogram is part of the nationwide PLUS an Program established by Congress in 30.

Parents of dependent students may rrow under N.C. PLUS. Under this ogram there are no income restrictions, t the borrower must demonstrate ability make the required monthly payments.

Parent(s) of a dependent student may rrow up to \$4,000 per year. Applications d details are available from College undation, Inc., 1307 Glenwood Avenue, leigh, N.C. 27605.

orth Carolina Legislative Tuition Grants
This entitlement grant is available to legal
idents of North Carolina enrolled as fullne undergraduates attending in-state

private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1988-89 was \$1,100. (See page 30.)

#### North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. To apply, the student must list N.C. Student Incentive Grant (code number 0742) on her Financial Aid Form (FAF). College Foundation will send the eligible student a supplementary form to complete.

#### Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina 27611.

## Veterans' Benefits

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.



## Student Life

ne quality of student life at Meredith is ortant to its student community. There strong commitment to a total education h integrates academic and acurricular experiences to further a ent's personal and intellectual growth. porting the concept of total education, College provides a creative residence-life ram, avenues for developing leadership ntial, and opportunities for full cipation in campus and community rs. The College is also concerned with ntegrated liberal arts approach to asing the student's awareness of her al citizenship and her involvement in and political affairs.

n exciting aspect of student life at edith is the opportunity—and the onsiblity – students have in creating and ementing activities of the College. In tion to the contributions they make to various organizations, students are involved in the college committees that ider academic programs, instructional ers, and cultural events, as well as ent-life issues and student selfrnance. To lend encouragement and ort to the student-life area, the College ides a variety of services and trained onnel through the Division for Student lopment. Student support services de admissions, financial aid, dean of ents, residence halls, residence directors, ous ministry, developmental counseling,

student activities, guidance and counseling, career services, health services, and community resources.

#### STUDENT ORIENTATION

An in-depth and diversified program of orientation for new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resources.

The Student Handbook is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

# CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student. Meredith incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Dr. Alex Haley, author of Roots; Don Angle, designer, maker and harpsichordist; Jules Whitcover, syndicated columnist; Virginia Knauer, chairperson of the President's Committee on Consumer Affairs: Former President Jimmy Carter; and Guy Doud, National Teacher of the Year.

Touring drama, music and dance companies such as The Academy Theatre, Yale's Society of Orpheus & Bacchus, and the Edith Stephen Dance Company also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area. Also Meredith College has a strong focus on dance instruction and performance with recitals each year such as the Bill Evans Dance Solo Performance and other Meredith and guest performance musicians.

Meredith students also perform in the Raleigh area and on tours. Three groups directed by the music faculty—the Meredit Chorus, the Meredith Chorale, and the Meredith Ensemble—appear in concert regularly throughout the college year. The Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experien both in production and on-stage. Recent offerings in the series have included A Litt Night Music, A Christmas Concert, The Chamber Maid, The Adventures of Pinocchio, and Meredith Dance Theatre.

The art exhibition program brings a do: or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center or in the Rotunda Gallery of Johnson Hall.

Several on-campus social activities for students are coordinated through the effor of the Meredith Entertainment Association which works to bring a variety of entertainment to the Meredith campus. A number of the College's activities sponsor by various student organizations are part the Meredith tradition. Through the hilari of Cornhuskin' and the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in

Cultural and Social Activities
Student Responsibility

leigh but in Chapel Hill, Durham, eensboro, and Winston-Salem, offers a st of social activities.

#### **UDENT HONORS**

Honors are bestowed in various ways by redith in recognition of outstanding ievement. Kappa Nu Sigma, founded at redith in 1923, has as its aim the motion of scholarship at Meredith by ognizing academic excellence. Admitted the basis of scholastic standing, students y become associate members during their ior year; full members their senior year. ver Shield, organized in 1935, is an 10rary leadership society. Members are cted on the criteria of constructive dership, service to the College, and demic achievement. Chosen from the ior and senior classes, members are ucted at a ceremony. Who's Who American Colleges and Universities ognizes seniors who distinguish mselves as scholars and campus leaders. 2 Dean's List and a degree with distinction have the purpose of recognizing demic achievement. A degree of Bachelor Arts, Bachelor of Science, or Bachelor of sic with Distinction is conferred upon a dent under the conditions described on e 79.

Ionorary societies affiliated with national

or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, and Kappa Omicron Phi for home economics, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, Sigma Delta Pi for Spanish, Pi Delta Phi for French, and Pi Mu Epsilon for mathematics students.

Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs on Awards Day each spring. Student leaders who have excelled are also recognized on Awards Day.

#### STUDENT RESPONSIBILITY

The faith that Meredith places in her students as responsible, contributing members of the College community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the

Student Responsibility
Student Government Association



College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

## Honor System

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

# STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Governmer Association also seeks to involve all studen in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups—the elections, residence hall, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

## Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee, confers with the SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. A condensation of the material in this

Student Government Association Student Organizations

iblication is sent to all entering students in e summer prior to matriculation in ugust.

## tudent Life Committee

With campus-wide representation, the udent Life Committee works to enhance e quality of student life at Meredith. The nction of the committee is to direct tention and study to the concerns and the ell-being of the students; to give nsideration to spiritual, recreational, and alth needs of the students; to study and view student organizations; and to review riodically all student regulations.

## **FUDENT ORGANIZATIONS**

Students are responsible for the fectiveness of the many organizations on mpus. For example, three college blications are edited by students. The erald, the student newspaper, is published eekly for the purpose of communicating formation and voicing student opinion. It is Acorn, the campus literary journal, courages creativity among the students d is published annually. The college arbook is entitled Oak Leaves.

Student-directed clubs are another means enriching the Meredith program. Growing to of academic and other types of tivities, these organizations encourage

students to pursue their various interests. Some of the more active clubs and organizations on campus include Barber Science Club, Association for Black Awareness, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, Meredith International Association, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Chapter of the Student National Education Association, Young Democrats Club, College Republicans Club, Cooperative Education Club, and American Society for Personnel Administration (ASPA).

#### Societies

Two societies on the Meredith campus exist as voluntary service and social organizations. Although having originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

#### RELIGIOUS LIFE

As a reflection of Meredith's Christian heritage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of the students' lives. One such service is provision of the Seby and Christina Jones Chapel as a place for weekly campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the campus minister. The campus minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal problems.

The Wednesday worship services are an integral part of campus life which contribute to the spirit of the community, as well as campus spiritual life. The period from 10:00 to 11:00 a.m. on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are Religious Emphasis Week and the Staley Distinguished Christian Scholar Lecture Series. Both of these events seek to bring outside resource people to the campus to

address pertinent matters of faith and to dialogue with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the campus minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

#### RECREATION

At Meredith there is a variety of recreational activities available for students The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extra-curricular sports activities, with court space for game such as basketball, volleyball, and badminton. The Weatherspoon Building als has an indoor swimming pool and a dance studio. A fully-equipped weight room is available for athletic training and general conditioning for the Meredith student. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, and a softball diamond. Nearby golf course and ranges are often used by the students. The Meredith Recreation Association coordinates organized intramural activites, along with other special recreational events

#### NTERCOLLEGIATE SPORTS

Intercollegiate sports are an important art of Meredith student life. Students have a opportunity to compete in five tercollegiate sports: golf, tennis, asketball, volleyball, and softball. Meredith an active member of the National ollegiate Athletic Association (NCAA), ivision III, which is a non-scholarship vision. Competition is not limited to other ivision III schools, nor is it limited to CAA affiliated schools.



#### RESIDENCE

Meredith students under the age of 23 may choose to live on campus or to reside with their parents, husband, or (with special permission) a close relative. A limited number of senior and junior students and transfers accepted for those classes may, on occasion, be given special permission by the dean of students to reside off campus.

Campus housing is available only to full-time students (carrying a minimum of 12 credit hours) under the age of 23. Any full-time student residing on campus who reaches the age of 23 during an academic year may complete that year on campus, but will not be eligible for on-campus housing thereafter, unless she entered Meredith prior to the age of 21 and is completing a continuous four-year academic program.

Seven residence halls are available for oncampus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned; the newer residence halls are completely carpeted.

Freshmen are usually assigned to Carroll, Carroll Annex, Stringfield, and Vann residence halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the

Residence Counseling

dean of students by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to the new students in the latter part of July.

Upperclass students serving as Resident Assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as Resident Assistants of the other residence halls. Two Resident Directors are employed to live in the freshman residence halls and are available to students at all times; four other Resident Directors are available to the upperclass students.

## Non-Resident Student Life

The non-resident student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The fireside lounge in the Cate Center is designated for non-resident student rest, study, and relaxation. It is the center of non-resident student activity and communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar in the Cate Center or the Belk Dining Hall.

#### **COMPUTER SERVICES**

The Harris Building houses two microcomputer laboratories. Each lab contains over 15 personal computers. A time-sharing computer with ten terminals is located on the second floor. Other smaller laboratories are located in several of the classroom buildings.

#### **HEALTH CARE**

Health care is under the general direction of the director of health services. The Healt Center is served on a regular basis by two local physicians with registered nurses on duty or on call 24 hours a day. The college physicians have designated office hours in the Health Center when students may see them. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to physicians off the campus or to family physicians. It is the purpose of the physicians and nurses to prevent illness by means of informing the students about good health practices.

## **COUNSELING**

## Career Planning

The Office of Career Services, located in Cate Center, offers vocational counseling to students who are undecided about their courses of study or career plans and to thos

reparing for access to a career field. formation is available on employment, terviewing, preparation of resumes, cupational outlook, salaries, and other incerns of a vocational nature. Vocational terest tests may be taken if needed. A reer planning seminar, open to all udents, is offered during the fall and spring mesters. Senior workshops and on-campus cruiting by employers are available to niors as they begin to implement their ans for graduate study or careers.

## cademic Advising

The College provides guidance to students the planning of their individual academic ograms. See pages 9, 22, 23, 66, 71, and for further details.

## ersonal Counseling

Professional counselors are available to lk confidentially with any student who has personal concern of any kind—academic, cational, or social-emotional. In addition the counseling service provided on mpus, the counselors also have formation about available off-campus sources which may be pertinent to idents' needs. Students are encouraged to up by the counseling offices any time tring the day, or to call and arrange an pointment. The counseling offices are cated on the second floor of Cate Center d in Jones Chapel.

# Personal Growth and Counseling Center

Located in Cate Center, the Personal Growth and Counseling Center is designed to help meet the needs of students for personal and group counseling opportunities. In a warm and relaxing atmosphere, students are encouraged to use the center's extensive collection of both reading materials and tapes. The counseling staff is available for personal counseling and testing at the request of the individual student.

Programs encompassing a wide range of topics dealing with personal growth and development are also offered through the center. The relaxation room invites students and staff throughout the day.

## Freshman Seminar

All freshmen are required to attend Freshman Seminar at 10 A.M. each Monday during the fall semester. Sessions are designed to enhance the academic, social, and personal adjustment of the student to college life.



# Academics: Programs and Regulations

Meredith offers three undergraduate degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 15 academic departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical echnology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied nusic or music education is a professional legree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

The College also offers graduate degrees n business, elementary education, and nusic—the Master of Business Administration, the Master of Education, and the Master of Music. These degrees are lesigned to provide professional competence

in the workplace. Complete information is contained in a graduate catalogue available in the graduate school office.

#### CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence.

#### **DEGREE PROGRAMS**

Requirements for All Degrees

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted; (2) all courses attempted at Meredith; and (3) all courses attempted at Meredith in her major subject(s).

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development

of all of the capacities for human knowledge – sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 58.

#### General Education Requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the

natural universe, and she should develop physical skills consistent with her physique natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts, social and behavioral sciences, mathematics and the natural sciences, and health and physical education.

- I. Humanities and fine arts......27-30 credit hou
  - - B. Foreign language . . . . . . . 6 credit hours (Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
    - C. Literature ..... 6 credit hours
      - 1. A 3-hour course in major British authors
      - A 3-hour course in English, American, or world literature; or any literature course in a foreign language.
    - D. Religion ...... 6 credit hours
      - A 6-hour introduction to the Old and New Testaments or

- 2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.
- E. Elective . . . . . . . . . . . 6 credit hours Must include at least two of the following categories: art; dance theory or history; music; philosophy; speech; theatre

Social and behavioral sciences . . . . . . 12 credit hours

A. History of Western

Civilization . . . . . . . . . . . . . . . 3 credit hours

Mathematics and

natural sciences . . . . . . . minimum of 13 credit hours

- A. One laboratory course chosen from biology, chemistry, or physics.....4 credit hours
- B. One course in mathematics . . . 3 credit hours

geography, physics, or math Health, physical education,

Include four activity courses, or three activity courses and a course in health or first aid.

te: Education methods courses may not be used to satisify general education requirements.

#### Major Requirements

As soon as feasible, but no later than the end of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of certification. These must be indicated on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 85-157.

Degree Programs



#### Bachelor of Arts

American civilization mathematics music art political studies biology psychology chemistry dance religion economics social work English sociology French Spanish history speech/theatre international studies theatre

#### Bachelor of Science

biology health science
business administration chemistry interior design
child development mathematics
clothing and fashion merchandising science
foods and nutrition health science
for mealth science
for mealth science
from economics
interior design
mathematics
mathematics/computer
science
medical technology

Bachelor of Music

applied music music education

Teacher education is described on pages 99-114.

#### Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contract major. All contract majors must be approved by the Academic Council in two readings. A student should plan her contract

major as soon as possible, normally approved no later than her junior year. A contract majors should require a substanti number of upper-level courses. Application must be made by forms available in the Office of the Registrar.

There are two types of contract majors:

#### 1. Departmental

Departmental majors include mainly courses within the respective departmen but may include supporting courses from other departments.

#### 2. Interdisciplinary

Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments and with the permission of the Academic Council. Departments will, in most cases, design these majors according to the following guidelines: (1) 36 semester hours, (2) a unifying theme, (3) a corediscipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines, and (4) a three-hour senior project.

# Requirements for the Bachelor of Music Degree

Detailed requirements for the Bachelor of Music degree with a major in applied mus or music education are given on pages 140-142.

Degree Programs
The Honors Program

# equirements for a Second accalaureate Degree

A second and different baccalaureate gree may be sought by a person who olds a bachelor's degree from Meredith ollege or another institution or by a udent currently working on her first accalaureate degree at the College. The llowing conditions must be fulfilled by the udent who wishes to receive a second gree:

She must meet all the requirements for the second degree.

She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be varded twice. The student who is working a second baccalaureate degree shall be assified academically as a senior.

#### linors

A student may choose to complete a inor area of concentration but she is not quired to do so. Minors require a inimum of 18 semester hours with study in per division courses. Structured programs e available in the departments or a student ay devise her own program in consultation ith her adviser. All minor programs must approved by the chairman of the partment in which they are based.

#### THE HONORS PROGRAM

The Honors Program offers the intellectually gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately twenty entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest.

## The Honors Curriculum

The four-year honors curriculum of twenty-eight credit hours represents onefourth of the total number of hours required of all students for graduation at Meredith. It includes courses that expose the student to The Honors Program

in-depth study in selected fields. The program includes the following components:

#### Prescribed Honors Courses . . . . . . . . 7 hours

To help participants learn to think rigorously and to communicate precisely, the following two courses are required:

#### Honors Writing Course (3 hours)

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for the honors students. This course fulfills the English 111 requirement for graduation.

## Honors Laboratory Science (4 hours)

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. The special honors course will be rotated among the various options — biology, chemistry, and physics.

## Honors Colloquia ......6 hours

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge.

The courses seek to provide a thorough examination of the subject while also helpin the participant to see where disciplines intersect—to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the decriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

## Honors in the Major Field . . . . . . . . . 6 hou

To heighten the participant's understanding of the knowledge skills and tools of her major discipline, each honors student will complete at least six credit hours in honors work within her chosen field. She may meet this requirement through any combination of the following options:

Honors courses offered by the department

The Honors Program

Career Direction

- Contractual work for honors credit in regular courses offered by the department
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to the department's approval of their relation to the major field

onors Elective ...... 6 hours

Each participant will elect at least two iditional honors credit courses to commodate her own particular interests in needs. The courses may count as eneral education, major, or elective credit. ourses options include:

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses
- Regularly scheduled courses for which the student contracts for honors work and credit
- Independent study

onors Thesis

independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

## **CAREER DIRECTION**

A firm grounding in the arts, sciences, and humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, social work, accounting and communications which a student may pursue in addition to her major. Specific career preparation is also an integral part of

Career Direction

many of the majors and is obvious in such departments as business, home economics, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see pages 52 and 53).

## Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

## Medical Technology Program

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Science degree. The program at Duke is a CAHEA approved program, and graduates are eligible for national certification. Career opportunities in hospitals, laboratories, research, public health facilities, and educational institution are widely available. (For specific requirements, see page 88.)

## Nursing Transfer Curriculum

Meredith College provides a special opportunity for RNs currently licensed in North Carolina to obtain the general education and science prerequisites for subsequent admission to BSN completion programs elsewhere. Such students who would hold an associate degree or diploma in nursing enter Meredith through the reentry option provided by the Office of Continuing Education (see pages 23 and 55) The transfer process is facilitated by advising which focuses on personal and career goals, and by consultation with three nearby BSN-granting institutions to select appropriate courses. (For more information see page 88.)

## Physician Assistant Program

Meredith's physician assistant program involves three years at Meredith and completion of the first of two years in the



CAHEA-approved program of Bowman Grav School of Medicine. Completion of (1) Meredith's program will result in the awarding of a Bachelor of Science degree with a major in health science, and (2) the second year at Bowman Grav and certification examination will result in certification as a physician assistant. Career opportunities as a health professional, under the supervision of a licensed physician, include: primary care practice, surgical specialties, emergency services, occupational health, geriatrics and nursing homes, etc. Physician assistants have been able to provide high-quality, cost-effective medical care. (For specific requirements, see page 88.)

## Professional Communications

Coordinated by the Department of English, the Concentration in Professional Communications is an eighteen-hour concentration open to all students. Courses in graphic design, expository and technical writing, and speech may be combined with electives in photography, creative writing, journalism, and marketing. With faculty supervision, each student enrolled in the concentration will have the opportunity to hold an internship, frequently one designed for her interests and career goals. (Concentration requirements are on page 114.)

Career Direction

## Social Work Major

Meredith's baccalaureate major in social work is fully accredited by the Council on Social Work Education. The primary objective of the undergraduate social work major is to prepare students for beginning professional social work practice. Since at the undergraduate level this can best be done within the framework of a broad liberal arts curriculum, the social work major is integrated with the area distribution requirements for graduation from Meredith.

A student who wishes to enroll in the undergraduate social work major should take Social Work 240 Social Work as a Profession, in the sophomore year. If she is advised to continue in the major by the instructor, she will then declare a major and be assigned to an adviser who will work with her in planning a course of study which is consonant with the major requirements and her own career goals. Upon graduation, she will be awarded the Bachelor of Arts degree with a major in social work. (For specific requirements see page 155.)

#### School Social Worker

Students who major in social work may also qualify for certification by the North Carolina State Department of Public Instruction as a school social worker. In addition to a specified minimum QPA and specified minimum scores on the National

Teachers Exam, students must complete the following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 312 The Psychology of Exceptional Individuals, and SWK 405 Social Work in Public Schools. At the social work field experience must be completed in a public school setting. See the Department of Sociology and Social Work or the Department of Education for information on procedures for meeting requirements.

#### Teacher Education

Meredith offers state-approved competency-based teacher education programs leading to initial North Carolina teaching certification in elementary education (grades K-6); middle grades education (grades 6-9); secondary education (grades 9-12): English, mathematics, biolog, chemistry, and social studies; special subjearea education (grades K-12): art, music, reading, French, and Spanish; and occupational education: business and office education and home economics education (grades 7-12). Although all the teacher education programs are designed to prepar students for certification and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher certification in most other states under the provisions c Interstate Reciprocity Contracts established

Career Direction
Continuing Education

etween North Carolina and most other ates.

The College also offers state-approved ompetency-based teacher education rograms leading to the Master of Education egree in elementary education and North arolina Class G teaching certificates in ementary education. Complete information bout the programs can be obtained from the Education Department or from the John Weems Graduate School.

## eaching Fellows Program

The Teaching Fellows Program offers lented North Carolina students who loose teaching as a first career option lique opportunities to participate in a logram designed especially for the Fellows. In a logram especial program of study. It is a logram emphasis includes a logram development, special events to climate students to college life, activities the school districts, extracurricular tivities, and mentoring experiences.

Students are selected as Teaching Fellows rough a statewide competition coordinated the North Carolina Teaching Fellows ommission. Winners in the competition no enroll at Meredith each year will seive a scholarship/loan award from the ate of North Carolina. Additional grant

assistance is coordinated by the College to meet the full cost of tuition, room and board provided the award winners meet the program requirements. (For more information about the award, see pages 10 and 37.)

#### CONVOCATION

Convocations for the entire Meredith community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural conversations. All students are expected to attend.

#### CONTINUING EDUCATION

The Office of Continuing Education at Meredith provides access to programs designed to meet community-wide learning needs. A special focus is women, age 23 or older, who wish to begin or resume college work leading to the undergraduate degree. Opportunities for study, both credit and noncredit, are as follows:

## Re-entry/Academic Credit Programs

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student

Continuing Education

(see page 13) or through special admission as a re-entry student (see pages 17, 19, and 22). Because the re-entry option involves preadmission advising and an individually-tailored preliminary program, even those eligible for regular admission generally follow this special procedure. All students interested in pursuing the Nursing Transfer Curriculum enter as re-entry students.

When the requirements of a preliminary program have been fulfilled, re-entry students complete the admissions process and are assigned a faculty adviser. The Office of Continuing Education continues to enhance their educational experience through a variety of support services and special activities.

## Enrichment Programs

Courses in the enrichment curriculum award Continuing Education Units (CEUs). One CEU is equivalent to 10 contact hours. CEUs are not academic credit and cannot be applied to degree work but are recognized by various agencies, institutions, and businesses for certification and advancement purposes. Many enrichment courses also carry Teacher Renewal Credits (TRCs) which can be used specifically for teacher recertification in North Carolina. The Enrichment Program focuses on the liberal arts, computer applications, financial planning, fitness, legal studies, and personal

and career development for women responding to change in their lives. Special programs such as the Great Decisions Lecture Series offer additional learning opportunities. Most classes are in the evenings and all are open to Meredith College students on the same basis as to the community-at-large. Course listings and descriptions are available each semester in a special Continuing Education publication.

## Certificate Programs Legal Assistants Program

Legal Assistants, or paralegals, are persons with knowledge of the law and legal procedures who aid attorneys in their work As skilled professionals, legal assistants are capable of performing many responsible and varied tasks delegated to them by an attorney.

Meredith offers a three-month post-baccalaureate summer program for those interested in new careers as legal assistants or for those whose current careers would benefit from some legal training. No specifi undergraduate major is required. All students complete a core curriculum which provides instruction in legal concepts, terminology, and procedures; legal research and writing; the professional responsibilitie of lawyers and legal assistants; and law office management. In addition, each student selects a specialty area of the law in

Continuing Education Individualized Options

which to concentrate. Specialty areas currently offered include civil litigation, real estate, and estates, wills and trusts. Field rips help to define the roles and skills required of legal assistants in diverse lettings, and research projects develop analytic and writing capabilities. Certificates are awarded to students who complete the program with a grade of B or higher in each course.

Employment possibilities for legal ssistants are varied. While most paralegals work for private law firms, opportunities also exist with banks, corporations, and overnment agencies. Job responsibilities differ depending upon the kind of business or firm and its size and specialization. Training as a legal assistant provides a netruction in basic legal principles and skills which can be transferred to many ccupational settings.

The Legal Assistants Program at Meredith college was established in 1980 and is pproved by the American Bar Association. wo of the core curriculum courses, Legal urvey and Legal Research, are offered for ndergraduate credit through the repartment of History and Politics (see page 30).

# ultural Resources Management

Meredith offers an individualized, postaccalaureate, part-time program for women interested in the field of arts management. Training is provided for administrative work with museums, arts councils, galleries, concert series, theatre and dance companies, and other cultural activities. The program builds on basic courses in the arts and humanities, adding a variety of management skills useful in nonprofit organizations. Internships develop contacts and appropriate applications. Upon successful completion of the program, Meredith awards certification.

### **INDIVIDUALIZED OPTIONS**

# Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 83.)

Individualized Options

# Cooperative Education

Cooperative education is a plan whereby a student alternates periods of study at Meredith with periods of employment related to her career goals. Employment with cooperating companies and agencies is arranged and approved by the Office of Career Services and Cooperative Education. Participating students are supervised by designated faculty members. Participants receive one to four hours of academic credit for each work experience.

# Cooperating Raleigh Colleges

Meredith, Peace, St. Augustine's, and St. Mary's Colleges, North Carolina State University, and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are utilized for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser, and the head of the appropriate department.

Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

# ROTC Opportunities through Cooperating Raleigh Colleges

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced

Individualized Options



ourse students also receive monthly tipends and payment for summer campraining.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

### Meredith Abroad

Students at Meredith have available to them several options for study in foreign countries. Foremost among these options is he college-wide Meredith Abroad Program. Each summer the College offers a course of study in selected foreign countries (currently Great Britain and Switzerland) whereby a student may earn 12 semester hours of credit at the same cost as a semester on campus. Regular members of the college faculty form he core of the teaching staff with regular itilization of foreign teachers. Other options are available as follows: departmentally ponsored programs, individual participation n programs at other institutions, and ndividual travel as described in the special studies options on page 83.

Those students who wish to enroll in the full semester program that is conducted by Meredith should consult the coordinator of nternational studies. Other programs are arranged within departments. All programs are publicized on campus.

# Semester in Angers, France

Advanced French students may apply for study at the Université Catholique de l'Ouest in Angers, France through the Department of Foriegn Languages.

### Art Semester in Paris

Art students above the freshman level may apply for study in a traditional master-apprentice setting in Paris, France. Ten students are selected for this annual fall program.

# People's Republic of China

Meredith is a member of a consortium centered at Wake Forest University which sends students to China each fall semester to study Chinese language and culture. Interested students should contact the Department of Foreign Language or the Department of History.

# Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much as 12 semester hours. The program on the United Nations consists of seminars led by

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Individualized Options Summer Study

members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

# American University

Through an arrangement with American University in Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

# Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in

consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice President and Dean of the College.

# Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

# Visitation Credit

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student and will not have to apply for readmission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

### **SUMMER STUDY**

Meredith conducts a summer session consisting of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this cas

Summer Study

Academic Planning and Advising

student may enroll in a single three-week ourse along with one of longer duration.

Meredith students enrolled at Meredith ummer school may also take one course at nother Cooperating Raleigh College. This ourse will be treated as an interinstitutional ourse. Fees will be paid at the other looperating Raleigh College, and a ranscript must be sent to Meredith.

A student who plans to attend summer chool at another accredited institution nakes application for transfer credit on a primavailable from her faculty adviser or ne Office of the Registrar. She secures written approval of her adviser, the propriate department head, and the egistrar for specific courses. The student nay exercise the pass/fail option for a ourse. This option must be approved prior taking a course. Upon completion of ummer school courses, the student must equest a transcript to be sent to the Office of the Registrar.

# ACADEMIC PLANNING AND ADVISING

# Academic Advisers

Upon arrival at Meredith each student is ssigned an academic adviser who will aid er in planning her program, offer academic ounsel, and serve as a personal counselor if he student so desires. Once the student

declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program. Special advisers are appointed to assist in preprofessional planning.

### Course Load

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

# The Freshman and Sophomore Years

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the general education requirements (pages 56 and 57) and her own specific academic interests. A freshman who

Academic Planning and Advising

has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without the permission from the head of the department concerned. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department concerned and make proper arrangements.

# The Junior and Senior Years

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the dean of the college.

#### Graduation

Students may graduate in either May, August, or December. Seniors who expect t graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in Mar or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program. No exceptions are made.

# Graduate Record Examination

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Services or at other established testing centers. Detailed information is available from academic advisers or in the Office of Career Services.

# Changes in Class Schedule

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after

Academic Planning and Advising Credit Regulations

is five-day period. All courses dropped tween the end of the five-day period and e first four weeks of the semester will zeive a W (withdrawal) grade. Courses opped after this date will be graded WP ithdrawal passing) or WF (withdrawal ling) except in the case of medical or tergency withdrawals. (See page 77, rading System). All drops must be made later than one calendar week before the t day of classes. All schedule changes are occased on forms available in the Office of Registrar.

A student who does not wish to complete course for which she is enrolled must thdraw officially through the registrar's ice. If a student drops out of the class and Is to withdraw officially she will be ated as if she were still in the course and r grade recorded accordingly.

# petition of Courses

A student may repeat a course in order to prove the grade. The student should gister for the course the next time it is ered. If repeated at Meredith, only the sher grade is used in calculating the ality point ratio. A student should not reat at another school a course which she is failed at Meredith because of the effect ther Meredith grade average.

### Class Attendance

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

# **CREDIT REGULATIONS**

# Advanced Placement Credit

Advanced placement and credit are available in several departments. Entering students see page 18. Students in residence should apply directly to the department concerned or to the registrar.

# Auditing Courses

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Credit Regulations

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

# Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer

immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regularsemesters.

A student who desires teacher certification from Meredith must complete at Meredith EDU 439, Observation and Directed Teaching, and, if required for her program the following methods courses: EDU 455, 456, 457, 458, ART 734, MUS 720, 721, 722, and any methods courses numbered 764.

A transfer student from a regionally-accredited institution must complete at leas 30 hours at Meredith. If a transfer student enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at Meredith.

A student who has a bachelor's degree from another institution and wishes to receive professional certification at Meredi in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to tak at Meredith at least 12 hours in her major, subject to the approval of the department. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department.

A student in the physician's assistant

Credit Regulations

ogram will complete the last year of her ork at Bowman Gray Medical School in inston-Salem.

# ansfer Credit

When the candidate comes from a college redited by the Southern Association of lleges and Schools or by an equivalent ional accrediting association, she nerally will be given credit for the courses reptable toward a degree at Meredith. A ndidate from a technical, Bible, siness, or nursing school should read the at section for information concerning the atment of credit earned. A candidate from ion-accredited college may be given ovisional credit which must be validated examinations or by success in work dertaken at Meredith. In order to validate ovisional credit other than by imination, she must complete a minimum 15 semester hours with a C average.

The maximum credit accepted from twoor colleges is 66 semester hours and from rising schools, 35 semester hours. Credits by not be transferred from non-college alliated nursing school programs to the chelor of Science in Nursing Transfer friculum.

# Credits from Technical, Business, Bible, and Nursing Schools

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually for provisional credit.

The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.



# Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponosored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

# Old Credit

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate department head.

# Restricted Credit for Juniors and Seniors

Juniors may take as many as four semester courses numbered in the 100's. Seniors may take as many as two semester courses numbered in the 100's.

### Credit in Music

Of the 124 hours required for graduatio no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See page 147 for list of ensemble courses.)

# Credit in Physical Education

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education activity courses. Exceptions to the maximum of eight hours for students majoring in dance or minoring in physical education must be approved by the head of the Department of Physical Education and by the academic dean or registrar. When the physical education requirement is met, any additional physical education activity course taken for a gradic is counted in the quality point ratio.

### ADING SYSTEM

ach course receives one official semester de as an evaluation of the entire work of student during the semester. A grade ort is sent to the student at the home iress. The student may request an litional copy to be sent to another iress by making this request in writing h the Office of the Registrar. Additional uests for reports will be processed as ascript requests for which a fee will be uired.

# indard Grading

n spite of the fact that different ciplines demand different emphases, that certain areas special skills are necessarily olved, and that absolute uniformity uld be impossible and perhaps lesirable, effort has been made to mulate some statement of interpretation the letter grades.

- Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
- Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.

- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
- F Failure which may not be made up by reexamination.
- I The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
- N An interim grade assigned when there is no report by the instructor.
- Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
- WF The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure.
- WP The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. Withdrawal from class with a WP mark is permitted at any time prior to one calendar week before the last day of classes.
- W The student withdrew from college or a course for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.
- Au The student completed a satisfactory audit.

#### Pass-Fail Policies

Some courses are taught only for pass-fail grading. A student may register for these courses during a given semester in addition to the following pass-fail options.

### Pass-Fail Options

- A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics, and natural sciences and health.
- B. Physical education activity courses taken as a degree requirement are graded pass-fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass-fail in addition to other pass-fail options.

### General Regulations

- Course content and requirements will be the same for P-F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
- In computation of grade point averages an F on a P-F course will be computed as hours attempted; a P will not be computed as hours attempted.

- When a student registers for the semester in which she elects the P-F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.
- 4. A student who changes her major to a department in which she has already taken P-F work may credit only one P-F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
- A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.
- Responsibility for compliance with all rules governing the P-F system rests with the student.



Grading System
Records

# Quality Point Ratio

Each student has her grade averaged in wo ways: a Meredith average and an verall average. Each semester hour with a rade of A carries four quality points; B, ree; C, two; D, one; F, none. The quality oint ratio is calculated by dividing the umber of quality points earned by the umber of semester hours attempted, thether passed or not. A course that is expeated does not count toward additional ours attempted in calculating the quality

# CADEMIC RECOGNITION

# lassification

oint ratio.

Students are to be classified on the bllowing basis:

Classification	Semester Hours Credit
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

### lean's List

At the end of each semester a Dean's List published in recognition of those students ho have achieved a high academic level in eir courses for that semester. Students who ass all Meredith and Cooperating Raleigh ollege courses with at least a 3.20 grade pint average will be placed on the list. The

students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

### Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

- A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
  - Meredith credits all courses taken at Meredith.
  - 2. Total credits all courses taken at any institution, including Meredith.
- B. Students whose average is at least 3.2 quality points per semester hour are graduated cum laude; those whose average is at least 3.6 quality points per semester hour are graduated magna cum laude; those whose average is at least 3.9 quality points per semester hour are graduated summa cum laude.

#### RECORDS

# Registration

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

Records

Satisfactory Progress, Retention and Suspension

### **Transcripts**

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. The \$2.00 fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

# SATISFACTORY PROGRESS, RETENTION AND SUSPENSION

To continue their enrollment at the college, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:\*

	Minimum
Total Hours	Expected
Attempted	Meredith QPR
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed t make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum

<sup>\*</sup> Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

<sup>\*</sup> Students who are receiving financial assistance are required to meet additional standards of satisfactory acadmic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is availabe from the Office of Scholarships and Financial Assistance.

Satisfactory Progress, Retention and Suspension Official Withdrawal

andard established for retention (see lart), she will be suspended for one mester. A student on academic probation ill not be approved to take summer course ork at another college or university.



A suspended student may apply for readmission and if readmitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a readmitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the vice-president and dean of the college within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the vice-president and dean of the college to hear the appeal.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first time student.

# OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.

(16,4,C) (0,8,16,0,8) X1=X5=Q (8,8,8,0,0) (4E) (0,0,16,8)W(16,4)

# Courses of Study

Lower level courses are numbered in the 100's and 30's; upper level courses in the 300's and 400's; ducational method courses in academic disciplines in 12 700's; and special courses in the 900's.

Brackets enclosing the number and title of a course idicate that the course is not given for the current ear.

The College does not guarantee to offer any course sted for which there is not a minimum registration of

A "Block" course is taught for the first half of a mester, five days a week. Student teaching under apervision is scheduled for the second half of either mester.

### **PECIAL STUDIES**

Special studies courses are available in all partments in the following categories:

### 10 INDEPENDENT STUDY

A program of study involving a minimum of aidance and allowing truly autonomous study.

#### **10 DIRECTED INDIVIDUAL STUDY**

An individual course of study in an area selected and anned by a student in consultation with an instructor. ppropriate guidance provided by the instructor.

#### **10 COMMUNITY INTERNSHIP**

An internship in practical work, permitted if the ork has a basis in prior course work and involves tellectual analysis. Supervision by an instructor and 7 a representative of the agency or institution in which e work is done.

#### **10-949 GROUP STUDY**

A course on a special topic which is not already in e curriculum.

Special Studies courses are governed by the following procedures:

- 1. A course may be proposed by students or faculty.
- Each course must have the approval of the department head in which credit is given.
- Each course must have the approval of the dean of the college.
- Approval for group study of special topics is granted on a one-semester basis.
- An approved group study course is listed in the schedule of courses offered, and enrollment is through the usual procedures.
- Approval for independent study, directed individual study, and community internship must be secured by each study by registration day of the semester during which the course is to be taken.
- 7. Up to four semester hours of credit may be granted for such courses.
- 8. The option may be pursued on multiple occasions.
- Special studies courses may be designated for passfail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

#### INTERDISCIPLINARY STUDIES

Several departments intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

#### **IDS 100 APPRECIATION OF FINE ARTS**

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts. This course is a prerequisite to ART 744 and MUS 744. Credit, three hours.

#### IDS 200 WOMEN'S ODYSSEY

This course offers an interdisciplinary exploration and explanation of the experiences of women, with attention to historical, cross-cultural, and minority perspectives. Its purpose is to integrate the connections between education, selfhood, career, and family and to address the problems confronting women in modern life. Counts as an elective in the social sciences. Offered spring semester. Credit, three hours.

### **WOMEN'S STUDIES**

Various departments intermittently offer courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in liteature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

#### CAREER STUDIES

#### CPS 101 CAREER PLANNING SEMINAR

This course offers first- and second-year students the opportunity, through personal, interest, and skill assessment to explore possible choices of major study and career fields. Pragmatic models for decision-making, goal-setting, and career-related strategies are presented and practiced. Panels of faculty and community professionals will provide exposure to a breadth of disciplines and vocations. Pass-fail grading only. Credit, one hour.

#### **CPS 301 CAREER PLANNING SEMINAR**

This course is designed to assist upper-level student in relating their chosen academic majors to career fiel through self-assessment and occupational exploration A structured learning environment, skill-building exercises, and career panels are used to introduce students to specific job search strategies, and to the concepts of career development as a lifelong process. Pass-fail grading only. Credit, one hour.

#### COE 302 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals alternating with academic study. Prerequisite: 60 semester hours of college credit. Pass fail grading only. Credit, one to four hours.

#### **COE 403 COOPERATIVE EDUCATION**

Supervised professional full-time employment relat to student career goals. Prerequisite: COE 302. Passgrading only. Credit, one to four hours.



#### ART

Professor Greene, Head; Assistant Professors Bailey, larbison, and Short; Instructor Greenberg; Artist-intesidence Robinson; Adjuncts Banker, Bell, Benforado, lerry, Clayton, Downey, Fitz-Simons, Givvines, Long, and Reuer.

The department offers a Bachelor of Arts degree with major in art to which can be added concentrations in everal areas of studio art or art education ertification.

The student who studies art at Meredith learns to unction creatively in a variety of studio experiences nd gains an understanding of the artistic productivity f human culture through courses in art history. Wherever possible, the student is expected to begin the tudio program in her freshman year, though special rovision may be made for transfer students.

All art majors are required to complete the core urriculum of 24 hours. The addition of three elective ours in art history and six elective hours in upper level rudio courses meets the minimum requirement of 33 ours in art for the Bachelor of Arts degree. If the rudent wishes to pursue art as a profession she is neouraged to add a concentration of 21 hours of upper revel art courses to the core which will allow for pecialization and the development of personal style. Through the Special Studies Program a student may did even greater depth of experience to her program. Ontract majors in art history, art management, and thers are also possible for the student who desires a tore specialized program.

Minors, consisting of 21 hours in art, are also vailable in a variety of concentrations. See the epartment head for details.

Students planning to enter graduate school are urged consult early with the chairman of the art epartment in order to gain maximum preparation from the undergraduate program at Meredith.

# lequirements for a Major

he major in art shall consist of at least 33 hours in art scluding:

•	auding.
	The core curriculum
	101 Drawing I
	102 Drawing II
	103 Basic Color and Design
	104 Basic 3-D Design
	100 Theory and Practice of the Visual Arts 2
	(Freshmen only)
	120 Introduction to Art History
	322 Modern Art History 3
	210 Painting I
	<b>492</b> Senior Project
	(Exhibit, portfolio, or research)

Nine hours of electives in art courses numbered 200 or above, three of which must be in Art History

Total Hours 33

#### Art Semester in Paris

Meredith art students may compete for the privilege of attending a semester of art study in Paris, France. A number of outstanding students are selected to spend a fall semester in our studio in Paris.

#### Art Concentrations

The Studio Art Concentration is designed for those students who intend to pursue the practice of the visual arts as a profession. The concentration provides adequate preparation for entrance into graduate school or for entering many fields as a professional. The concentration should be started by the second semester of the sophomore year or the first semester of the junior year in order to avoid delays in graduation and provide time for internships. This concentration will be stated on the student's final transcript as a specific studio area; i.e., painting, photography, graphic design, etc. A major in art with a concentration in Studio Art shall consist of 45 hours including (a) the core curriculum: (b) three additional elective hours in Art History; (c) eighteen additional elective hours from the areas of Drawing, Painting, Sculpture, Ceramics, Interior Design, Crafts, Printmaking, Photography, and Graphic Design. These elective hours must include a minimum of nine hours in one studio area.

The Art Education Certification Concentration is designed for those students who wish to pursue the teaching of art as a profession. This concentration will result in certification by the state of North Carolina to teach art in grades K through 12. See specific requirements in the teacher education section of this catalogue.

# Curriculum

#### Art History

#### **ART 120 INTRODUCTION TO ART HISTORY**

A one semester lecture course designed to introduce students to great works of visual art of past and present civilizations, to be considered in historical sequence. Emphasis is placed on art of the Western world. As an aid to students in their full appreciation of art, attention is given to techniques and aesthetic principles. Required of art majors. Credit, three hours.

#### ART 220 INTRODUCTION TO NON-WESTERN ART

A survey of the visual art forms produced by societies other than those within the Western tradition. Offered fall semester. Credit. three hours.

#### ART 320 ANCIENT AND MEDIEVAL ART

A comprehensive survey of art from pre-historic times through the early Gothic period. The civilizations of ancient Egypt, Mesopotamia, Greece, Rome, and the early Christian civilization through the Romanesque and Gothic periods will be focal points for discussion. Prerequisite: ART 120 or permission. Credit, three hours.

#### ART 321 RENAISSANCE AND BAROQUE ART

A comprehensive survey of architecture, sculpture, and painting from the early 14th through 18th centuries. Special emphasis will be given to the Italian Renaissance and the art of northern Europe. Prerequisite: ART 120 or permission. Credit, three hours.

#### ART 322 MODERN ART

A comprehensive survey of architecture, sculpture, and painting from the mid-18th century to the present day. Special emphasis will be given to the study of major movements in modern painting, including Classicism, Romanticism, Impressionism, Expressionism and Cubism. Contemporary art will be viewed through lectures and current exhibitions. Required of art majors. Prerequisite: ART 120 or permission. Offered spring semester. Credit, three hours.

#### Studio Art

(Studio fees are assessed for most studio courses.)

# ART 100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are encountered and discussed with regard to their practical application by the serious student of art. Art careers are discussed by professional artists in their work spaces. (For freshman art majors only or by permission.) Offered fall semester. Credit, two hours.

#### ART 101 BASIC DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Required of art majors. Six studio hours per week. Credit, three hours.

#### ART 102 BASIC DRAWING II

An extension of the concepts and techniques encountered in Beginning Drawing I with an emphasis on the human figure and experimental drawing techniques. Prerequisite: ART 101. Credit, three hours.

#### ART 103 BASIC COLOR AND DESIGN

Detailed analysis of the elements and principles of design with emphasis on solving problems involving the theory of color. Work in this course will be primarily two-dimensional. Required of art majors. Six studio hours per week. Credit, three hours.

#### ART 104 BASIC THREE-DIMENSIONAL DESIGN

Detailed analysis of the elements and principles of design as used in three-dimensional art work. Required of art majors. Six studio hours per week. Credit, three hours.

#### ART 301 LIFE DRAWING

A concentrated study of the human figure through drawing from the live model. Anatomy, foreshortening and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be taken more than once. Credit, three hours.

#### **ART 210 BEGINNING PAINTING**

An introduction to the basic techniques and media of painting. Oil, acrylic, watercolor, and other media will be encountered in a traditional approach to painting. Prerequisite: ART 101, 102, and 103 or permission. Credit, three hours.

#### ART 310 ADVANCED PAINTING

An extension of the concepts and techniques encountered in ART 210 with an emphasis upon individual production and experimental techniques. Prerequisite: ART 210. May be taken more than once. Credit, three hours.

#### **ART 230 BEGINNING PHOTOGRAPHY**

Introduces the use of the camera, lighting, and composition; darkroom techniques for making photograms, contact prints, enlargements, and manipulated prints; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours per week. Credit, three hours.

#### ART 231 INTERMEDIATE PHOTOGRAPHY

An extension of the concepts and techniques encountered in ART 230 with an emphasis upon experimental techniques and the pursuit of photograph as a fine art form. Prerequisite: ART 230. May be taken more than once. Credit, three hours.

#### ART 330 ADVANCED PHOTOGRAPHY

The emphasis in this course will vary by semester through several professional dimensions of photography, including color photography, portrait photography, photography for advertising, and photo journalism. Prerequisite, ART 230. May be taken more than once. Credit, three hours.

#### ART 240 BEGINNING GRAPHIC DESIGN

An introduction to visual communication for industry through the study of typography, layout, and design. Emphasis on design and skill development, including layout and camera ready mechanicals that will be prepared for printing. Prerequisite: ART 103 or permission. Credit, three hours.

#### **LT 241 INTERMEDIATE GRAPHIC DESIGN**

An extension of the concepts and techniques countered in ART 240. Emphasis will be placed upon development of professional quality design, egrating skills into the conception, design, and layout more advanced finished products. Prerequisites: ART 1, 103, and 240 or permission. Credit, three hours.

#### **RT 340 ADVANCED GRAPHIC DESIGN**

The emphasis will vary by semesters through several nensions of graphic design, including advertising sign, publication design, illustration, and computer phics. Prerequisites: ART 240 and 241. May be cen more than once. Credit, three hours.

#### **IT 346 INTERIOR DESIGN**

See HEC 346. Credit, three hours.

#### RT 447 ADVANCED COMMERCIAL DESIGN See HEC 447. Credit, three hours.

**LT 448 ADVANCED RESIDENTIAL DESIGN** See HEC 448. Credit, three hours.

#### **LT 350 PRINTMAKING I**

Emphasis on Intaglio and relief processes. requisite: ART 101 and 102 or permission. Six dio hours per week. May be taken more than once. edit, three hours.

#### **IT 351 PRINTMAKING II**

Emphasis on lithographic or stencil processes. requisite: ART 101 and ART 102 or permission. Six dio hours per week. May be taken more than once. edit, three hours.

#### **T 260 BEGINNING CERAMICS**

Basic understanding of construction in clay is complished through hand building, throwing on the eel, and experimental techniques. Glazing and ng are integral elements of the course. Credit, three urs.

#### **T 361 ADVANCED CERAMICS**

An extension of the techniques and concepts countered in ART 260. Emphasis will be placed on gaining depth of experience in a more limited nber of approaches. Prerequisite: ART 260. May taken more than once. Credit, three hours.

#### T 265 SCULPTURE

An introduction to the basic sculptural concepts ough modeling, carving, casting, and assembling ious sculptural media. Prerequisite: ART 104 or mission. Credit, three hours.

#### T 270 FIBER CRAFTS

In introduction to the crafts of weaving, batik, and er printing as art forms. Credit, three hours.

#### Art Education

### ART 734 THEORY AND METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL

(for art majors)

A study of the development of art education in American elementary schools. The relationship between creative behavior and child growth through the visual arts are developed through research and practicum situations. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Offered fall semester. Credit, three hours.

# ART 735 THEORY AND METHODS OF TEACHING ART IN THE SECONDARY SCHOOL

(for art majors)

A theoretical study of traditional and experimental methods of teaching art at the secondary level through research and practicum situations. Art hazards, curriculum development, and prospectus on the profession of teaching are among the topics covered. Attention is given to the creative visual development of all adolescents. The development of programs which deal with both the non-artist and the future artist is a priority. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Offered spring semester. Credit, three hours.

#### ART 744 ART IN THE ELEMENTARY SCHOOL

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive selfexpression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student presentations. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100. Credit, two hours.

#### ART 492 SENIOR EXHIBITION/PROJECT

All senior art majors should register for this course in the last semester of the senior year. A special exhibition of art work, a design project, or a research project is required to demonstrate the level of proficiency and expertise attained by the art graduate. Students in this course for exhibition will serve as gallery assistants in order to gain experience in the display of art. Graduation is dependent upon successful completion of this course. Credit, one hour.

# BIOLOGY AND HEALTH SCIENCES

Professor Bunn, Head; Associate Professors Reid and Grimes; Assistant Professor Smith; Instructor Sullivan.

The Department of Biology and Health Sciences meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular basis which relates the field to the physical sciences, home economics, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

# Requirements for a Major BACHELOR OF ARTS – Biology

Thirty semester hours in biology, twelve semester hours in chemistry, and at least four hours in mathematics are required in this degree program.

#### Required courses

- BIO 101, 141, 102, 142, 334, 344, and One course from each of the following:
  - a. BIO 331 and 341 or 231
  - b. BIO 222 and 242 or 214 and 245
  - c. BIO 211 and 241, 311 and 346 or 234 and 244
  - d. BIO 321 and 345\* or 322 and 342
- 2. CHE 111, 141, 112, 142, 221, and 241
- 3. MAT 211
- 4. Biology electives 3 hours

#### BACHELOR OF SCIENCE - Biology

Thirty-six semester hours in biology, sixteen semester hours in chemistry, eight hours in physics, and a minimum of seven hours in mathematics are required in this degree program.

#### Required courses

- 1. BIO 101, 141, 102, 142, 331, 341, 334, 344, and One course from each of the following:
  - a. BIO 499 or special studies to total two hor
  - b. BIO 321 and 345\* or 436 and 446
  - c. BIO 222 and 242 or 214 and 245
  - d. BIO 323 and 343 or 322 and 342 e. BIO 211 and 241 or 311 and 346
    - or 234 and 244
- CHE 111, 141, 112, 142, 221, and 241 and One course from

CHE 222 and 242 or 436 and 446\*\*

- 3. PHY 211, 241, 212, 242
- MAT 211 and One course from MAT 212 or 245
- 5. Biology electives 2 hours

#### BACHELOR OF SCIENCE - Medical Technolog

Twenty-four semester hours in biology, sixteen semester hours in chemistry, and at least four hours i mathematics are required in the program at Meredith before entering Duke University for the completion of the program. A student must have completed 98 semester hours at Meredith before entering Duke (see pages 62 and 63).

#### Required courses at Meredith

- 1. BIO 101, 141, 102, 142, 331, 341, 334, 344, and One course from each of the following:
  - a. BIO 322 and 342 or 321 and 345b. BIO 222 and 242 or 214 and 245
- CHE 111, 141, 102, 142, 221, and 241 and One course course from
  - CHE 222 and 242 or 436 and 446
- 3. MAT 211

The student must complete the medical technolo program at Duke University Medical Center.

#### BACHELOR OF SCIENCE - Health Science

Twenty semester hours in biology plus prerequisite courses and a concentration of a minimum of eighteen hours in one of the following: chemistry, home economics, or psychology. A student must have completed ninety-eight semester hours at Meredith before entering Bowman-Gray School of Medicine. SI must also have completed a minimum of five hundred hours of clinical experience through community internships, co-op programs, or as a volunteer.

Students who choose BIO 321 and 345 may not choose 322 and 342.

<sup>\*\*</sup> BIO 436 and 446 is the same course as CHE 436 and 446.

#### equired courses at Meredith

- BIO 101, 141, 102, 142, 331, 341, 334, 344, 322, and 342
- Concentration of a minimum of eighteen hours in one of the following areas:

CHE 111, 141, 112, 142, 221, 241, 222, 242, and PHY 211 and 222

HEC 124, 227, 428, 429 and electives to total 18 hours

PSY 100, 200, 210, 312, 322, and 330 to student must also successfully complete the first ar of the Physician Assistant program at Bowmanay School of Medicine.

### urriculum

#### O 101 GENERAL BIOLOGY I

A course presenting a number of the central inciples of biology and relating them to everyday perience. Areas of study include: biology at the llular and subcellular levels, vertebrate physiology d anatomy with an emphasis on man, and biology of e flowering plants. Three lectures per week. Credit, ree hours.

O 141 GENERAL BIOLOGY I LABORATORY Laboratory exercises designed to illustrate the inciples considered in BIO 101. Topics include cell plogy and the anatomy and physiology of vertebrate imals and flowering plants. Corequisite or erequisite: BIO 101. Credit, one hour.

#### O 102 GENERAL BIOLOGY II

A continuation of general biology. This course ovides the student with an introduction to five major pics in biological science. These are microbiology, a rvey of plants, a survey of animals, genetics, and ology. Emphasis is on both basic biological principles d applied topics related to these principles. requisite: BIO 142. Three lectures per week. Credit, ree hours.

O 142 GENERAL BIOLOGY II LABORATORY A selection of laboratory exercises designed to a strate the basic principles presented in BIO 102. The ercises include the study of major plant and animal pups, experiments in bacteriology and genetics. Trequisite: BIO 102. Meets two hours per week. edit, one hour.

O 211 ADVANCED PLANT BIOLOGY
An advanced plant science course combining basic dies in seed plant physiology and anatomy with ditonal plant morphology in which all major groups the plant kingdom are surveyed. Prerequisite: BIO 1, 141, 102. Corequisite BIO 241. Three lectures per ek. Credit, three hours.

#### BIO 241 ADVANCED PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: BIO 211. Three laboratory or field trip hours per week. *Credit, one hour.* 

#### **BIO 214 PARASITOLOGY**

A comprehensive review of animal parasites with special emphasis on those of medical and veterinary importance. The taxonomy, morphology, life cycle, ecology, and pathology of protozoan, helminth, and arthropod parasites will be covered. Students will also gain an understanding of the importance of symbiology in living systems as a natural phenomenon. Prerequisites: Bio 101, 141, and 102. Corequisite: Bio 245. Three lectures per week. Taught in odd years during the spring semester. Credit, three hours.

#### **BIO 245 PARASITOLOGY LABORATORY**

Students will examine prepared slides, living specimens, and preserved specimens of parasitic protozoans, helminths, and arthropods. The various techniques of parasitology will be covered, including egg sedimentation, life cycle studies, animal necrosy, specimen fixation, slide preparation, and the use of taxonomic keys. Corequisite: Bio 214. Meets three laboratory hours per week. Credit, one hour.

#### **BIO 222 INVERTEBRATE ZOOLOGY**

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studies as to life history, morphology, physiology, ecology, and economic importance. Prerequisite: BIO 101, 141, 102; Corequisite: BIO 242. Two lectures per week. Credit. two hours.

#### BIO 242 INVERTEBRATE ZOOLOGY LABORATORY

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Field trips are a possibility and would involve the study and collection of animals in their natural habitat. Corequisite: BIO 222. Six laboratory hours per week. Credit. two hours.

#### **BIO 231 FOUNDATIONS OF GENETICS**

A presentation of the basic concepts of genetics, emphasizing Mendelian inheritance as a background for discussions of molecular aspects of gene function. Examples for these lectures will include human as well as other animal, plant, and microbial systems. Prerequisites: BIO 101, 141, 102, or equivalent. Recommended, MAT 110 or equivalent. Credit, 3 hours.

#### **BIO 234 PRINCIPLES OF ECOLOGY**

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisites: BIO 101, 141. Corequisite: BIO 244. Three lectures per week. Credit, three hours.

#### **BIO 244 PRINCIPLES OF ECOLOGY LABORATORY**

Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: BIO 234. Three laboratory or field trip hours per week. *Credit, one hour*.

### **BIO 301 THE SCIENTIFIC LITERATURE**

See CHE 301. Credit, one hour.

#### **BIO 302 EXPERIMENTAL DESIGN**

See CHE 302. Credit, one hour.

#### **BIO 311 HISTOLOGY**

A survey of vertebrate tissues and organs at the light and electron microscope level, and a comprehensive review of the general principles of microscopy (light, microscopy, transmission electron microscopy, and scanning electron microscopy). Prerequisites: BIO 101, 141, and 102. BIO 321 recommended. Corequisite: Bio 346. Three lectures per week. Taught in the even years during the spring semester. *Credit*, 3 hours.

#### **BIO 346 HISTOLOGY LABORATORY**

A light microscope survey of mammalian tissues and organs. Students will study a set of prepared slides and be responsible for tissue and organ recognition at the light microscope level. A project in the paraffin technique of slide preparation will be required. The students will become familiar with fixation, embedding, sectioning, and staining techniques. Corequisite: BIO 264. Meets three laboratory hours per week. *Credit*, one hour.

#### **BIO 321 COMPARATIVE VERTEBRATE ANATOMY**

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Prerequisites: BIO 101, 141, 102; BIO 222 recommended. Corequisite BIO 345. Two lectures per week. *Credit, two hours*.

# BIO 345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY

Study of the evolutionary history of the vertebrates and their relationship to the protochordates with emphasis being placed on the phylogenetic interrelationship of the organ-systems of various representative vertebrate groups. Corequisite: BIO 321 Four laboratory hours per week. Credit, two hours.

#### **BIO 322 HUMAN ANATOMY AND PHYSIOLOGY**

Study of the structure and function of the major tissues, organs, and organ systems of the human body Prerequisites: BIO 101, 141, 102. Corequisite: BIO 342 Three lectures per week. *Credit, three hours*.

# BIO 342 HUMAN ANATOMY AND PHYSIOLOGY LABORATORY

Students examine the structures of the human body Also, exercises demonstrate functional aspects of the major organ systems. Corequisite: BIO 322. Three laboratory hours per week. *Credit, one hour.* 

#### **BIO 331 GENETICS**

A course designed to provide an understanding of t principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101, 141, 102. Recommended, MAT 110 or equivalent. Corequisite for biology majors: Genetics laboratory (BIO 341). Three lectures per week. Credit, three hou

#### **BIO 341 GENETICS LABORATORY**

Collection of laboratory exercises designed to provisome practical exposure to some of the general principles considered in Genetics, BIO 331. Laborator, work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: MAT 110 or equivalent. Corequisit Genetics, BIO 331. Three laboratory hours per week. Credit, one hour.

#### **BIO 323 VERTEBRATE PHYSIOLOGY**

A comprehensive study of the principal processes involved in specialized cells, tissues and organ-system including digestion, nutrition, blood and circulation, respiration, muscle and nerve coordination and integration. Anatomy to be studied when necessary to understand the functions of the different systems of the body. Prerequisites: BIO 101, 141, 102; CHE 111, 112 Corequisite: BIO 343. Three lectures per week. Credit three hours.

#### **BIO 343 VERTEBRATE PHYSIOLOGY LABORATO**

Includes experimentation in digestion, blood analys and circulation, respiration, excretion, and neuro-mus preparations. Especially adapted for students preparin to study medicine, nursing, dentistry, or to become medical technologists. Corequisite: BIO 323. Three laboratory hours per week. *Credit, one hour.* 

#### O 334 MICROBIOLOGY

A general study of bacteria and viruses with nphasis on the application of the principles of icteriology to clinical, industrial, and food science eas. Recommended for home economics majors. erequisites: BIO 101, 141, 102 and CHE 111, 112 or eir equivalents. Corequisite: BIO 344. Three lectures in week. Credit, three hours.

#### O 344 MICROBIOLOGY LABORATORY

Laboratory includes culture and staining techniques well as sterile techniques. Students isolate, aracterize, and identify an organism from the vironment, e.g. food, milk, soil, plants, or animals. prequisite: BIO 334. Three laboratory hours per week. redit, one hour.

#### O 400 RESEARCH

See CHE 400. Credit, one to three hours.

#### O 421 EMBRYOLOGY

Fundamental principles of embryological development different animals, with special emphasis on tillization, cleavage, germ layer formation, induction, dorganogenesis. Prerequisites: BIO 101 141, and 102. requisite: BIO 441. Three lectures per week. Credit, ree hours.

#### O 441 EMBRYOLOGY LABORATORY

A study of the principles of maturation and rtilization of eggs, organization and formation of rm layers and organ systems of diverse animals such echinoderms, annelids, the frog, chick, and pig. Live aterial will be used whenever possible, and stological techniques will be used for preparation of dividual slide sets. Corequisite: 421. Three laboratory wars per week. Credit, one hour.

#### O 436 BIOCHEMISTRY

A study of the chemistry of biological systems volving metabolic interrelationships, reaction rates, introl mechanisms, and integration of these reactions ithin the structural framework of the cell. rerequisite: CHE through 221, and BIO 101, 141. Also fered as CHE 436. Credit, three hours.

#### O 446 BIOCHEMISTRY LABORATORY

Collection of laboratory exercises designed to provide me practical exposure to some of the general inciples in Biochemistry (BIO. 436), e.g. gas, thin yer, paper, column chromatography; polarimetry; as ell as standard chemical tests. Corequisite: BIO or HE 436. Three laboratory hours per week. Credit, one war.

#### O 499 SEMINAR

May be taken for credit both junior and senior years. fered for pass-fail grading only. Credit, one hour.

#### I 764 THE TEACHING OF SCIENCE

May not be counted toward a major. Credit, three purs.

Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Also, students interested in veterinary medicine may take required courses for that program as well.

Students who wish advanced study or research in biology should consult with the department head and arrange for it through the special studies options listed on page 83.



#### **BUSINESS AND ECONOMICS**

Associate Professor Spanton, Head; Professor Frazier; Associate Professors T. Bledsoe, Johnson, Oatsvall, and Simmons; Assistant Professors Baker, Shuey, Wakeman, and Wessels; Instructors S. Bledsoe, Jones, Lackey, and Spencer; Adjuncts Calhoun, Huggard, Johnston, King, and Skender.

The department offers a B.S. degree in business administration with concentrations in accounting, economics, management, and marketing, a B.A. degree in economics, and the master of business administration (MBA).

The department also offers minors of 21 hours each in accounting, economics, finance, business administration, management, and marketing; these minors are available to complement majors in other departments only. See the department head for specific course requirements.

# Requirements for B.S. Degree in Business Administration

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentration.

The core consists of the following courses: ECO 210, 211; BUS 230, 231, 346, 366, 490; and MAT 245 (or equivalent).

#### **Business Concentrations**

The Accounting Concentration prepares candidates for the Certified Public Accountant (CPA) examination and for entrance into a public or private accounting career. In addition to BUS 230 and 231 included in the core, students who elect this concentration must take BUS 333, 334, 335, and 434 plus 12 additional hours selected from BUS 332, 435, 436, 437, 438, 454, 457, and 491, or other accounting courses, approved by the department head.

The Economics Concentration affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions or government agencies. In addition to ECO 210 and 211 included in the core, students who elect this concentration must take ECO 310, 311, BUS 499 and 15 additional hours chosen from approved economics and business courses numbered 300 and above, or related courses, approved by the department head.

The Management Concentration provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields. In addition to the core courses, students who elect this concentration must ta BUS 332, 499 and 18 additional hours from business and economics courses numbered 300 and above, or related courses, approved by the department head.

The Marketing Concentration permits students to focus on those content areas most likely to enhance access to entry-level marketing positions such as direc selling, marketing research, advertising, and marketin planning. In addition to the core courses, students whe elect this concentration must take BUS 332, 465, and 499 and 15 additional hours from business and economics courses numbered 300 and above, or relate courses, approved by the department head.

# Requirements for B.A. Degree in Economics

Candidates for the Bachelor of Arts Degree in Economics must take 12 hours in the prescribed core of ECO 210, 211, 310, 311 and 15 more hours in approve conomics or related courses for a total of 27 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 a well.

# Requirements for Master of Busines. Administration Degree

Details of the M.B.A. program are published in a separate graduate catalog. Information is available fro the department office or from the Registrar.

# Certification

The department offers courses to prepare a student for the Basic Teaching Certificate in Business Educatic as defined by the North Carolina Department of Publ Instruction. Students seeking teacher certification pursue a specified series of additional courses. Studen seeking certification should consult the department head.

# Curriculum

#### Accounting

#### **BUS 230 PRINCIPLES OF ACCOUNTING I**

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Credit, three hours.

#### US 231 PRINCIPLES OF ACCOUNTING II

The application of accounting principles to ertnerships and corporations, introduction to cost counting, analysis of financial reports and statements. rerequisite: BUS 230. Credit, three hours.

#### **US 332 MANAGERIAL ACCOUNTING**

The analysis of financial data for managerial cision-making; interpretation of accounting data for anning and controlling business activities. rerequisite: BUS 231. Credit, three hours.

#### **US 333 COST ACCOUNTING**

The analysis of cost factors and their relationships to oduction, emphasizing cost procedures and formation systems; standard costs and variance ialysis. Prerequisite: BUS 231. Credit, three hours.

#### **US 334 INTERMEDIATE ACCOUNTING I**

The development of corporate financial accounting eory and its application to in-depth problems of nancial statement account valuation, analysis of orking capital, and determination of net income. Also cluded is a study of the development of accounting incepts and principles; short, intermediate, and longrm obligations; and investments. Prerequisite: BUS 1. Credit, three hours.

#### **JS 335 INTERMEDIATE ACCOUNTING II**

A continuation of BUS 334, featuring topics such as come measurement and valuation issues related to ockholder's equity; price level and fair value issues; ecial sales methods; accounting changes; pensions; uses; and income tax allocations. Related professional erature will be analyzed. Prerequisite: BUS 334 with a or better grade. Credit, three hours.

#### JS 434 FEDERAL TAXATION OF INDIVIDUALS

A comprehensive interpretation and application of e federal income tax code as it pertains to the termination of taxable income and computation of x liability for individuals. Prerequisite: BUS 231. edit, three hours.

#### JS 435 FEDERAL TAXATION OF CORPORATIONS AND PARTNERSHIPS

A comprehensive interpretation, analysis, and plication of the federal income tax code as it pertains the determination of taxable income and tax liability r corporations, partnerships, estates and trusts. erequisite: BUS 434. Credit, three hours.

#### JS 436 SELECTED TOPICS IN ACCOUNTING

A study of professional presentation and disclosure quirements concerning th following: dilutive curities, deferred compensation plans, changing price rels, foreign currency transactions and translation, nsions, and statement of changes in financial sition; discussion of new and pending onouncements by the Financial Accounting Standards ard. Prerequisite: BUS 335. Credit, three hours.

#### **BUS 437 ADVANCED ACCOUNTING**

A study of financial accounting for complex business relationships, including business combinations, consolidated financial statements, partnerships, and governmental funds. Prerequisite: BUS 335. Credit, three hours.

#### **BUS 438 AUDITING**

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence. control, professional ethics, and legal responsibility. Related materials of professional importance will be used. Prerequisite: BUS 335, Credit, three hours.

#### **Economics**

#### **ECO 210 MACROECONOMIC PRINCIPLES**

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. Credit, three hours.

#### **ECO 211 MICROECONOMIC PRINCIPLES**

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes. Credit, three hours.

#### **ECO 310 AGGREGATE ECONOMIC ANALYSIS**

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium. Prerequisite: ECO 210. Credit, three hours.

#### **ECO 311 PRICE THEORY**

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maximization under different market structures. Prerequisite: ECO 211. Credit, three hours.

#### ECO 324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas and philosphies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO 210 and 211. Credit, three hours.

#### **ECO 364 LABOR ECONOMICS**

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisites: ECO 210 and 211. Credit, three hours.

Business and Economics

#### ECO 374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. No credit given in major for business and economics. Credit, three hours.

#### ECO 434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO 210 and 211. Credit, three hours.

#### **ECO 435 COMPARATIVE ECONOMIC SYSTEMS**

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, U.S.S.R., Great Britain, Japan, China, India, and the Common Market countries. Prerequisites: ECO 210 and 211. Credit, three hours.

#### **ECO 455 MONEY AND BANKING**

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211. Credit, three hours.

#### **ECO 456 PUBLIC FINANCE**

A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Prerequisites: ECO 210 and 211. Credit, three hours.

#### **Finance**

#### **BUS 490 CORPORATION FINANCE**

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit-maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, BUS 231, and MAT 245. Credit, three hours.

# BUS 491 INTERMEDIATE FINANCIAL MANAGEMENT

An in-depth study of the applications of theory to financial decisions involving optimal capital structure capital budgeting criteria, and long and short term financing. Prerequisite: BUS 490. Credit, three hours.

# BUS 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS 490. Credit, three hours.

#### Marketing

#### **BUS 366 PRINCIPLES OF MARKETING**

An introduction to the principles, institutions, and techniques associated with the distribution of goods a services from the producer to the consumer. Not oper to freshmen. *Credit, three hours*.

#### **BUS 465 MARKETING RESEARCH**

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writin and orally) the results for decision-making purposes. Applicable to those interested in social and behaviora sciences as well as business. Prerequisites: BUS 366 at MAT 245 or equivalent. Credit, three hours.

#### **BUS 466 SALES MANAGEMENT**

An analysis of professional selling practices with emphasis on the selling process and sales managemen It will include the foundations of selling, the selling process, the difference in selling to customers and to ultimate consumer, and the management of the sales function. Students will be required to make sales presentations. Prerequisites: BUS 346 and 366. Credit three hours.

#### **BUS 467 ADVERTISING AND SALES PROMOTION**

An examination of the creative process, from strate to execution, of advertising and promotional material Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS 346 and 366. Credit, three hours.

# BUS 468 MARKETING MANAGEMENT AND PLANNING

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, want perceptions, and preferences of markets as the basis to setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS 346 and 366. Credit, three hours.

#### Management

#### SUS 110 FUNDAMENTALS OF BUSINESS

A survey of business, introducing major operations of a firm including marketing, production, finance, and uman resource management. This course also examines the economic, social and political environment of business. May not be counted toward najor in the department. Credit, three hours.

#### **JUS 346 PRINCIPLES OF MANAGEMENT**

An introduction to the theory and application of nanagement principles, skills and functions in the ichievement of organizational efficiency and iffectiveness. Not open to freshmen. Credit, three lours.

#### **IUS 384 BUSINESS COMMUNICATIONS**

Preparation, composition, and analysis of formal usiness reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group lecision-making exercises. Application of organizational hinking needed to solve communication problems and needed in the business setting. Credit, three hours.

#### IUS 446 PERSONNEL MANAGEMENT

An examination of the principles, practices, and inderlying theories of personnel management in elation to employee selection, training, motivation, and remuneration; interpersonal and group elationships; manpower planning. Prerequisite: BUS 46. Credit, three hours.

#### **IUS 448 ORGANIZATIONAL BEHAVIOR**

In analysis of individual and work group haracteristics and those organizational factors which of the fluence individual behavior within the organizational etting. The concepts studied include individual differences, small group dynamics, job and system esign, leadership, motivation, and communication. The rerequisities: junior standing; BUS 346. Credit, three cours.

#### **IUS 454 BUSINESS LAW**

A study of the legal practices and principles applied o contracts, negotiable instruments, bailments, sales, roperty, insurance, torts, and bankruptcy; place of tw in society. Credit, three hours.

#### **IUS 457 ADVANCED BUSINESS LAW**

A study of the main principles of law affecting the onduct of trade and industry; this includes an intense xamination of the Uniform Commercial Code (sales, egotiable instruments, and secured transactions) as rell as the study of business corporations and artnerships. Prerequisite: BUS 454. Credit, three ours.

#### **BUS 480 BUSINESS INTERNSHIP**

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Planned seminars. Limited to senior majors. Pass/Fail grading. Credit, three hours.

#### **BUS 494 DECISION ANALYSIS**

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include: decision-making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: MAT 245 and BUS 346. Credit, three hours.

#### **BUS 499 BUSINESS POLICY**

An in-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Required for management, marketing, and economics concentrations. Credit, three hours.

#### Other

#### **BUS 764 TEACHING OF BUSINESS**

Methods and materials for teaching business subjects in the secondary school; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. May not be counted toward a major in the department. Credit, three hours.

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the departmental head and arrange for it through the special studies options listed on page 83.

# CHEMISTRY AND PHYSICAL SCIENCE

Professor Shiflett, *Head*; Professor Bunn; Associate Professor Lewis; Assistant Professors Birkin and Hassett.

The chemistry and physical science department attempts to prepare students for a variety of goals in life. The courses and programs offered by the department are designed to provide students with

- an appreciation and understanding of the scientific method as a tool for understanding nature and ourselves,
- opportunities to develop and improve problem solving skills,
- a basic knowledge of the various areas of the physical sciences and the career opportunities available in these sciences,
- opportunities to develop good laboratory skills,
- the knowledge and skills which will be important in achieving career goals and in understanding the background involved in today's technological issues.
- familiarity with the scientific literature and current search techniques, and
- · an awareness of the need for continued learning.

The department offers introductory courses in chemistry, physics, and physical geography to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in the Cooperative Education program.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: CHE 111, 112, 221, 222, and 350.

# Requirements for a Major CORE CURRICULUM

- CHE 111, 112, 221, 222, 350, 499 (with corequisite labs)
- 2. PHY 211, 212 (with corequisite labs)
- 3. MAT 211

#### **BACHELOR OF ARTS**

- 1. Core Curriculum
- At least 22 hours in chemistry courses numbered 20 or above
- At least 3 hours in mathematics numbered 200 or above

#### BACHELOR OF SCIENCE

- 1. Core Curriculum
- At least 28 hours in chemistry courses numbered 20 or above and including CHE 420, 430, 440
- MAT 212 and 5 additional hours in mathematics at the 200 level or above
- 4. BIO 101

#### Curriculum

#### Chemistry

#### CHE 111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141. Credit, three hours.

#### CHE 141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111. Credit, one hour.

#### CHE 112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142. Credit, three hours.

#### CHE 114 COLLEGE CHEMISTRY

A continuation of fundamental concepts of chemistr with emphasis on equilibria, acid-base chemistry, descriptive inorganic and organic chemistry, and biochemistry. Intended as a terminal course for studen whose curricula do not require chemistry above the 10 level. Prerequisite: CHE 111, 141. Credit, three hours.

#### CHE 142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quantitative analysis. Three laboratory hours per week Corequisite: CHE 112. Credit, one hour.

#### **IE 221 ORGANIC CHEMISTRY I**

Essential principles, reaction mechanisms, structures d stereochemistry of carbon compounds. Three class urs per week. Prerequisites: CHE 112, 142. requisite: CHE 241. Credit, three hours.

IE 241 ORGANIC CHEMISTRY LABORATORY I Experimental techniques in synthesis and reactions of sanic compounds. Three laboratory hours per week. requisite: CHE 221. Credit, one hour.

#### **IE 222 ORGANIC CHEMISTRY II**

A continuation of CHE 221, emphasizing reaction chanisms, stereochemistry, and physical methods of ucture determination. Three class hours per week. requisites: CHE 221, 241. Corequisite: CHE 242. edit, three hours.

IE 242 ORGANIC CHEMISTRY LABORATORY II Experimental organic chemistry with emphasis on alitative analyses of organic compounds using smical tests and instrumental analysis. Three oratory hours per week. Corequisite: CHE 222. 2dit, one hour.

#### IE 300 INTRODUCTION TO RESEARCH

An introduction to the scientific literature, various rature search strategies, and experimental design ategies. Prerequisite: CHE 221. Credit, one hour.

# IE 350 QUANTITATIVE ANALYTICAL CHEMISTRY

A study of the principles and techniques of chemical alysis including volumetric, spectrophotometric, and atroanalytic methods. Prerequisite: CHE 112. Three is hours and three laboratory hours per week. Seried spring semester of even years. Credit, four urs.

#### E 400 RESEARCH

A laboratory experience involving individual or small up participation in an ongoing research project. A nimum of two laboratory hours per week is required each semester hour credit. Credit, one to three urs.

# E 415 SPECIAL TOPICS IN CHEMISTRY

pecial topics in chemistry such as Instrumental alysis, Advanced Organic Chemistry, Polymer emistry, Industrial Chemistry, or Chemometrics. requisite: Consent of Instructor. Credit, three hours.

# E 420 CHEMICAL THERMODYNAMICS AND KINETICS

A study of the states of matter, thermodynamics, mical equilibria, and reaction rates. Three lectures week. Prerequisites: CHE 112, PHY 212, and MAT. Offered fall semester of even years. Credit, three urs.

#### CHE 430 ATOMIC AND MOLECULAR STRUCTURE

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211. Offered spring semester of uneven years. Credit, three hours.

#### CHE 440 EXPERIMENTAL PHYSICAL CHEMISTRY

Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours per week. Prerequisite: CHE 420 or 430 or concurrent registration. Credit, one hour.

#### **CHE 436 BIOCHEMISTRY**

See BIO 436. Credit, three hours.

CHE 446 BIOCHEMISTRY LABORATORY See BIO 446. Credit, one hour.

#### **CHE 474 INORGANIC CHEMISTRY**

Advanced concepts of theoretical and descriptive inorganic chemistry. Three class hours per week. Prerequisite: CHE 112, 142. Offered fall semester of uneven years. *Credit, three hours*.

#### **CHE 499 SEMINAR**

May be taken for credit more than one semester. Offered for pass-fail grading only. Credit, one to three hours.

#### **Physics**

#### PHY 204 PRINCIPLES OF PHYSICS

A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications. *Credit, three hours.* 

#### PHY 211 GENERAL PHYSICS I

A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT 211. Corequisite: PHY 241. Credit, three hours.

#### PHY 241 GENERAL PHYSICS LABORATORY I

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211. Credit, one hour.

#### PHY 212 GENERAL PHYSICS II

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242. Credit, three hours.

#### PHY 242 GENERAL PHYSICS LABORATORY II

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212. *Credit, one hour.* 

#### PHY 430 ATOMIC AND MOLECULAR STRUCTURE See CHE 430. Credit, three hours.

#### Geography

GEO 204 carries credit toward the general education requirement in the natural sciences. GEO 205, 236 and 368 may be used for credit toward the general education requirement in the social sciences.

#### GEO 204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of the physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Three class hours and one two-hour laboratory period per week. Credit, four hours.

#### GEO 205 WORLD REGIONAL GEOGRAPHY

A systematic survey of major world regions with emphasis on climates, landforms, resources and economics. Also includes discussions on political ties, and position in world trade. Credit, three hours.

#### GEO 208 FUNDAMENTAL PLACE-NAME GEOGRAPHY

The objective of this course is to teach the location of the countries of the world. The course will consist chiefly of map work and map tests with discussions of regional groupings based on criteria of homogeneity. Credit, one hour.

#### GEO 236 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever growing problem of preservation for future generations. Credit, three hours.

#### GEO 302 ECONOMIC GEOGRAPHY

A discussion of the geographical bases of economic production in terms of primary, secondary, and tertiary activities. Analyses of how states and regions develop production specialization through resource allocation. Credit, three hours.

#### **GEO 368 POLITICAL GEOGRAPHY**

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. Credit, three hours.

#### SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. Credit, three hours.

Courses in the physical sciences are also available at North Carolina State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options listed on page 83.







### **EDUCATION**

Professor Johnson, *Head*; Professor Murray; Assistant Professors Clay, Kratzer, and Weir; Instructor Clary; Adjuncts Heathcoat, Midgett, and Willoughby.

# Goals and Objectives

The courses offered in the professional education curriculum are designed to foster in the student

- · the skills necessary to evaluate learning,
- · the knowledge of human growth and development,
- the knowledge of various teaching methods, materials, and ways of organizing classrooms,
- the knowledge and skills necessary to maintain a classroom environment conducive to learning,
- the knowledge and skills necessary to understand various learning styles and cultural backgrounds,
- the knowledge of the role of the school in a democratic society,
- the knowledge of research related to student achievement and teacher effectiveness,
- the experiences that provide opportunities for obtaining proficiencies in various teaching techniques and responsibilities,
- the knowledge and experiences necessary to develop reflective thinking about teaching and learning,
- the knowledge and experiences necessary to develop leaders in the field of education,
- the knowledge, understanding, and wisdom to make decisions that are decent, humane, and just.

# **Programs** Offered

Meredith offers undergraduate programs leading to the initial N.C. teaching certificate. The Master of Education Degree in elementary education leads to the N.C. graduate certificate in elementary education.

# **Education** Programs

# The Master of Education Degree Program

A brochure titled "Master of Education Degree Program" which provides complete information about the program can be obtained from the Education Department or from the Office of Graduate Studies. A graduate catalogue is also available.

# The Undergraduate Certification Programs

A student may choose a teacher education program n addition to her major program of study. Programs are available for the initial N.C. teacher certification in elementary education (grades K-6); middle grades education (grades 6-9); secondary education (grades

9-12): English, French, mathematics, biology, chemistry, social studies, and Spanish; special subject area education (grades K-12): art, music, and reading; and occupational education: business education (grades 9-12) and home economics education (grades 7-12).

A student also may choose to earn N.C. certification as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the N.C. certification programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and nondegree women students who meet the standards established by the College.

- Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)
  - A. Students who plan to teach
    - A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
      - a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major to coincide with one of the concentrations available to middle grades education (6-9) students at Meredith.
      - b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K-12) teachers, or occupational education teac hers should confer with their advisers and select and declare a major to coincide with the subject area in which they want to be certified.
    - After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
    - 3. The Registrar will send a copy of the student's completed Declaration of Major form to the Education Department. Upon receipt of the Form, the Department will send the student a packet of materials for Admission To Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the Education Department as soon as possible. Completion

of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching. NOTE: Applicant's overall grade point average must be 2.5 or above for admission to the program.

- 4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the Head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the Chairman of the Teacher Education Committee.
- B. Students who plan to become school social workers
  - A student who plans to become a school social worker should confer with her adviser and formally declare the social work major and the school social worker certification program in the Office of the Registrar. Applicant's overall GPA must be 2.5 or above for admission to teacher education.
  - The Registrar will send a copy of the Declaration of Major form to the Education Department which will send the student a packet of materials for admission to teacher education and notify her adviser.
  - 3. The completed application is reviewed on the same bases as applications for admission to teacher education, and each applicant is notified of the admission decision by letter by the head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the chairman of the Teacher Education Committee.
- II. Nondegree Students (Students who have at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. education certificate)
  - A. All nondegree students seeking initial North Carolina education certification, an additional North Carolina education certificate, or North Carolina education certificate renewal should contact the Head of the Education Department.
  - B. Students with a baccalaureate degree from another institution who are seeking a North Carolina education certificate at Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of thirty semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific certification areas

and in professional education. Exceptions to these requirements will be determined on an individual basis by the Department of Education.

#### Requirements for All Certificates

All college requirements for graduation must be met by each student seeking a N.C. teaching certificate. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs.

# Elementary Teacher Education Program (Early Childhood Education Grades K-4 and

(Early Childhood Education Grades K-4 and Intermediate Education, Grades 4-6)

The current K-4, 4-6 certification areas are presently being changed to a K-6 certification area. As soon as changes are in place, students will be notified of the requirements. Until that time, the K-4, 4-6 requirements will be followed. Students admitted to teacher education after July 1, 1989 will follow the K-6 certification requirements.

A subsequent second language certification at the K-6 level is also being developed jand will be available after July 1, 1989.

Students who expect to obtain an initial North Carolina certificate to teach at the early childhood education (K-4) level or at the intermediate education (4-6) level must meet both the course and minimum semester hour requirements listed below.

# Early Childhood Teacher Education (Grades K-4) Program

- I. General Education Requirements
  - A. The general education requirements of the College
  - B. Within the general education requirements of the College, the following specific requirements:

English Literature ENG 201, Major British Writers (3)

American Literature

ENG 206, Survey of American Literature (3)

Social studies . . . . . . . . . . . . . . . . . .

HIS 101, The Emergence of Western Civ., or HIS 102. Modern Western

Civilization, (3)

HIS 214, American History to 1876 or HIS 314, Colonial American History

(3

SOC 335, American Ethnic Relations (3) SOC 230 or 260 are strongly recommended as prerequisites.
Psychology
Natural science
Mathematics
MAT 120, Finite Mathematics, (3) (Waived if credit for MAT 211)  Cultural arts
or ART 120 <i>and</i> MUS 214

- II. National Teacher Education (NTE) Requirements for Admission to Teacher Education
  - A. The NTE Core Battery Test I, Communication Skills, and the NTE Core Battery Test II, General Knowledge, must be taken at the end of the sophomore year.
  - B. To be formally admitted to the Teacher Education Program, the student must make a minimum score of 636 on the NTE CBT I and a minimum score of 631 on the NTE CBT II.
    - 1. The tests may be taken more than once
    - 2. No more than one-half of the total professional studies program, exclusive of student teaching, can be taken until formal admission requirements (including the minimum required scores on the NTE CBT I and II) have been satisfied.
- III. Major Study Program Requirements in an Area Other than Education
- IV. Professional Education Requirements for Early Childhood Education (K-4) Students (36 sem. hrs.)

A. Professional Education, General		
EDU 234, Educational Psychology (3)		
EDU 348, Perspectives in Early Childhood		
Education (3)		
B. Professional Education, Methods		
ART 744, Art in the Elementary School (2)		
(Prerequisite: IDS 100 or ART 120)		
HED 744, Health Education in the Elementary School (2)		
MUS 744, Music in the Elementary School (2)		
(Prerequisite: IDS 100 or MUS 214)		
PED 744, Physical Education in the Elementary School (2)		
In the BLOCK semester (last semester of the teacher education program): EDU 440, Seminar in Education (1)		
EDU 441, Introduction to Audio/Visual Materials (1)		
EDU 455, Literature in the Elementary School (2)		
EDU 456, Mathematics in the Elementary School (2)		
EDU 457, Science in the Elementary School (2)		
EDU 458, Social Studies in the Elementary School (2)		
C. Professional Education, Practicum 6		
In the BLOCK semester (last semester of the		
teacher education program): EDU 439, Observation and Directed		
Teaching (6)		
D. Recommendations		

- D. Recommendations
  - 1. It is strongly recommended that the professional education courses be taken IN THE ORDER THEY ARE LISTED ABOVE.
  - 2. Block semester can be either semester of the senior year provided that all other professional education courses have been satisfactorily completed.

Education

- V. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Early Childhood Education (K-4)
  - A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test, Code 02, Early Childhood Education, must be taken during or after the last semester of the student's teacher preparation program.
  - B. To be eligible for the North Carolina Initial Certificate in Early Childhood Education (K-4) the student must make a minimum score of 644 on the NTE CB Test III and a minimum score of 500 on the NTE Specialty Area Test.

# Intermediate Teacher Education (Grades 4-6) Program

- I. General Education Requirements
  - A. The general education requirements of the College

Same as K-4 requirements. Refer to page 100.

- II. National Teacher Education (NTE) Requirements for Admission to Teacher Education Refer to page 101.
- III. Major Study Program Requirements in an Area Other than Education

- IV. Professional Education Requirements for Intermediate Education (4-6) Students (36 sem. hrs.)
  - A. Professional Education, General ......
    EDU 232, Foundations of American
    Education (3)
    - EDU 234, Educational Psychology (3) EDU 349, Teaching in the Intermediate and
  - Middle Grades (3)

    B. Professional Education, Methods......

    Refer to page 101.

EDU 439, Observation and Directed Teaching (6)

- D. Recommendations
  - It is strongly recommended that the professional education courses be taken IN THE ORDER LISTED ABOVE.
  - Block semester can be either semester of the senior year provided that all other professional education courses have been satisfactorily completed.
- V. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Intermediate Education (4-6)
  - A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test, Code 01, Education in the Elementary School, must be taken during or after the last semester of the student's teacher preparation program.
  - B. To be eligible for the North Carolina Initial Certificate in Intermediate Education (4-6), the student must make a minimum score of 644 on the NTE CB Test III and a minimum score of 520 on the NTE Specialty Area Test.

# Middle Grades Teacher Education (Grades 6-9) Program

Students who expect to obtain an initial N.C. certificate to teach at the middle grades education (6-9 level must meet both the course and minimum semestathour requirements below.

- I. General Education Requirements
  - A. The general education requirements of the College

English Composition and Grammar: ENG 111, Principles of Writing (3)

English Literature ENG 201, Major British Writers (3)

American Literature ENG 206, Survey of American Literature (3)
Social studies
SOC 335, American Ethnic Relations (3) SOC 230 or SOC 260 are strongly recommended as prerequisites.
Psychology
Natural science
Mathematics
Cultural arts
Health and Physical Education
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- National Teacher Education (NTE) Requirements for Admission to Teacher Education Refer to page 101.
- II. Major Study Program Requirements in an Area Other than Education
- V. A concentration in Communication Skills, or in Mathematics, or in Science, or in Social Studies. Middle grades education (6-9) teachers are encouraged to have a second concentration.
  - A. A second concentration is a concentration other than a concentration in communication skills, or in mathematics, or in science, or in social studies
  - B. Second concentrations recognized by the N.C. Department of Public Instruction are art, foreign language, music, and reading. Meredith offers a second concentration only in French or in Spanish.

- Professional Education Requirements for Middle Grades Education (6-9) Students (24 sem. hrs.) A. Professional Education, General . . . . . . . . . . . . 12 Prior to the BLOCK semester (last semester of the teacher education program): EDU 232, Foundations of American Education (3) EDU 234, Educational Psychology (3) EDU 349, Teaching in the Intermediate and Middle Grades (3) Prior to, or in, the BLOCK semester (last semester of the teacher education program): Methods 764 as appropriate to the required concentration (3) In the BLOCK semester (last semester of the teacher education program): EDU 438, Field Experiences: Middle Grades and Secondary (7-9) (1) EDU 466. Preadolescent and Adolescent Behavior (3) EDU 441, Introduction to Audio/Visual Materials (1) EDU 471, Reading in the Content Areas (1-3) C. Professional Education, Practicum . . . . . . . . 6 In the BLOCK semester (last semester of the teacher education program): EDU 439, Observation and Directed Teaching (6) D. Recommendations 1. It is strongly recommended that the professional education courses be taken IN THE ORDER LISTED ABOVE. 2. Block semester can be taken in either
- VI. National Teacher Education (NTE) Requirements for North Carolina Initial certification in Middle Grades Education (6-9)

semester of the senior year provided that all other professional education courses

have been satisfactorily completed.

- A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.
- B. To be eligible for the North Carolina Initial Certificate in Middle Grades Education (6-9), the student must make a minimum score of 644 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

Education

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VII. Program Requirements for Middle Grades Teacher Education (6-9)  A. Communication Skills (6-9)  1. The general education program requirements of the College  2. The specific requirements within the general education program  3. Major study program in an area other than Education	Subject matter methods and practicum as stated in Program Requirements for Middle Grades Education, Professional Education Requirements.  The Spanish Concentration  Spanish
4. Concentration in Communication Skills 24 ENG 111, Principles of Writing (3) ENG 201, Major British Authors (3) ENG 206, Survey of American Literature (3) ENG 175, Grammar (1) ENG Literature elective (3) ENG 358, Advanced Composition: Expository and Technical (3) ENG 240 Introduction to Films (3) ENG 471, Reading in the Content Areas (3) SPE 225, Fundamentals of Speech (3)	or SPA 205, Intermediate Spanish I, and SPA 206, Intermediate Spanish II (6) SPA 304, Spanish Civilization (3) SPA 305, Phonetics and Phonology (3) SPA 306, Advanced Grammar, Composition, and Linguistics (3) SPA 364, Spanish Literature to 1800, or SPA Spanish Literature from 1800 to Present (3) Subject matter methods and practicum as stated in Program Requirements for Middle Grades Education, Professional
5. Subject matter methods and practicum as stated in Program Requirements for Middle Grades Education, Professional Education Requirements. B. Foreign Language (6-9)	Middle Grades Education, Professional Education Requirements.  SPA 764, The Teaching of a Foreign Language (3)  EDU 439, Observation and Directed Teaching (6)
1. The general education program requirements of the College 2. The specific requirements within the general education program 3. Major study program in an area other than Education 4. A concentration in communication skills, mathematics, science, or social studies 5. A second concentration in either French or Spanish  The French Concentration French	C. Mathematics (6-9)  1. The general education program requirement of the College  2. The specific requirements within the general education program  3. Major study program in an area other than Education  4. A concentration in Mathematics
FRE 364, French Literature to 1789, or FRE 365, French Literature from 1789 to the Present (3)	Middle Grades (6-9) Certification (1) 5.Computer Science

6. Subject matter methods and practicum as stated in Program Requirements for Middle Grades Education, Professional Education Requirements	Secondary Teacher Education (Grades 9-12) Programs Students who expect to obtain an initial N.C. certificate to teach at the secondary education (9-12)
D. Science (6-9)	level must meet both the course and minimum semester
1. The general education requirements of the	hour requirements listed below.
College	I. All College requirements for graduation including:
2. The specific requirements within the general	
education program	A. General education requirements.
3. A major study program in an area other than	B. The major study requirements.
Education	II. Minimum semester hours in the secondary
4. A concentration in Science	education (9-12) certification subject areas:
	A.Biology
BIO 101, General Biology I (3)	B. Chemistry
BIO 141, General Biology I Lab (1)	C. English
CHE 111, General Chemistry I(3)	D.French
CHE 141, General Chemistry I Lab (1)	E. Mathematics
PHY 204, Principles of Physics (3)	F. Science (biology and chemistry) 42
GEO 204, Elements of Physical	G.Social Studies
Geography (4)	(anthropology, economics, cultural geography,
5. Subject matter methods and practicum as	history, politics, sociology)
stated in Program Requirements for Middle	H.Spanish
Grades Education, Professional Education	III. Minimum semester hours in professional education
Requirements.	and related courses:
E. Social Studies (6-9)	A.EDU 232, Foundations of American Education 3
1. The general education requirements of the	B. EDU 234, Educational Psychology
College	C.PSY 312, Psychology of Exceptional
2. The specific requirements within the general	Individuals 3
education program	(Prerequisite: EDU 234 or PSY 100)
3.A major study program in an area other than	
Education	E. METHODS 764
4. A concentration in Social Studies 2	F. The BLOCK Courses
HIS 101, Emergence of Western	EDU 438, Field Experiences: Middle Grades
Civilization,	and Secondary
or	EDU 439, Observation and Directed Teaching
HIS 102, Modern Western Civilization (3)	(9-12)
HIS 214, American History to 1876,	EDU 441, Introduction to Audio/Visua
or	Materials (1)
HIS 215, American History Since 1876 (3)	EDU 466, Preadolescent and Adolescent
HIS 224, Introduction to Non-Western	Behavior
Civilization (3)	EDU 467, The Secondary School
HIS 520, North Carolina History (3)	EDU 471, Reading in the Content Areas1-3
ECO 210, Principles of Economics (3)	IV. National Teacher Education Requirements for
ECO 374, Consumer Economics (3)	Admission to Teacher Education. See page 101.
GEO 205, World Regional Geography (3)	V. Program Requirements for Secondary Teacher
POL 100, American Political Systems,	Education (9-12)
or	A General education program requirements
POL 200, Parties and Pressure Groups (3)	for all students
5. Subject matter methods and practicum as	Humanities and Fine Arts27-30
stated in Program Requirements for Middle	English Composition (3-6)
Grades Education, Professional Education	Foreign Language (6)
Requirements.	2010-10-1
6.In addition to the above, the following	
courses are strongly recommended:	
HIS 306, The Soviet Union in the 20th	
Century	
GEO 368, Political Geography	

Literature (6)

terature (6)	B. Biology Certification
A three-hour course in major British	1. General education program reqirements
authors and	(Refer to Section V., A. on page 105.)
A three-hour course in English,	<ol><li>A major study program in biology chosen from</li></ol>
American, or world literature	Bachelor of Arts (major Biology)
or	Bachelor of Science (major Biology)
Any literature course in a foreign	Bachelor of Arts
language	Biology
Religion (6)  A six-hour introduction to the	BIO 101, General Biology I (3)
Old and New Testaments	BIO 141, General Biology I Lab (1 BIO 102, General Biology II (3)
or	BIO 142, General Biology II Lab
A three-hour introduction to	(1)
Biblical literature and history	BIO 334, Microbiology (3)
and one advanced three-hour course in religion	BIO 344, Microbiology Lab (1)
Fine Arts (6)	One course from each of the
Chosen from at least two of the	following: BIO 331, Genetics (3) and
following categories: art, dance	BIO 341, Genetics Lab (1)
(theory or history), music,	or
philosophy, speech, theatre	BIO 231, Human Genetics (3)
Social and Behavioral Sciences 12 HIS 101, The Emergence of	BIO 222, Invertebrate Zoology (2)
Western Civilization	and
or	BIO 242, Invertebrate Zoology La (2)
HIS 102, Modern Western	or
Civilization (3)	BIO 214, Parasitology (3) and
PSY 312, The Psychology of	BIO 245, Parasitology Lab (1)
Exceptional Individuals (3) SOC 335, American Ethnic	BIO 211, Advanced Plant Science (3) and
Relations (3)	BIO 241, Advanced Plant Science
Elective (3)	Lab (1)
Must include one of the	or
following categories: economics,	BIO 311, Histology (3) and
cultural geography, sociology	BIO 346, Histology Lab (1) or
and anthropolgy, politics, psychology	BIO 234, Principles of Ecology (3)
Mathematics and Natural Sciences 13	and
One laboratory course chosen from	BIO 244, Principles of Ecology La
biology, chemistry, or physics (4)	(1)
or One course in mathematics (3)	BIO 321, Comparative Anatomy (2) and
Electives (6)	BIO 345, Comparative Anatomy
Must include at least two of the	Lab (2)
following categories: biology,	or
chemistry, physical geography,	BIO 322, Human Anatomy and Physiology (3) and
physics, or mathematics	BIO 342, Human Anatomy and
Health and Physical Education 4-5	Physiology Lab (1)
Must include four activity courses or	Plus elective biology hours to tota
Three activity courses and a two-	30
hour course in health or first aid.	Chemistry

CHE 141, General Chemistry I Lab	Lab (1)
(1) CHE 112, General Chemistry II (3)	or BIO 311, Histology (3)
CHE 112, General Chemistry II (a)	and
(1)	BIO 346, Histology Lab (1)
CHE 221, Organic Chemistry I (3)	or
CHE 241, Organic Chemistry I	BIO 234, Principles of Ecology (3) and
Lab (1)	BIO 244, Principles of Ecology Lab
Mathematics	(1)
Bachelor of Science	Plus elective biology hours to total
Biology	36.
BIO 101, General Biology I (3)	Students who choose BIO 321
BIO 141, General Biology I Lab (1)	and 345 may not choose BIO 322
BIO 102, General Biology II (3)	and 342.
BIO 142, General Biology II Lab (1)	Chemistry
BIO 331, Genetics (3)	CHE 111, General Chemistry I (3) CHE 141, General Chemistry I
BIO 341, Genetics Lab (1)	Lab (1)
BIO 334, Microbiology (3)	CHE 112, General Chemistry II (3)
BiO 344, Microbiology Lab (1)	CHE 142, General Chemistry II Lab
One course from each of the following:	(1) CHE 221, Organic Chemistry I (3)
BIO 499, Seminar (2)	CHE 241, Organic Chemistry I Lab
or	(1)
Special Studies (2)	CHE 222, Organic Chemistry II (3)
BIO 321, Comparative Anatomy	CHE 242, Organic Chemistry II
(2) and	Lab (1)
BIO 345, Comparative Anatomy Lab (2)	Physics
or	PHY 241, General Physics I Lab (1)
BIO 436, Biochemistry (3)	PHY 212, General Physics II (3)
and	PHY 242, General Physics II Lab
BIO 446, Biochemistry Lab (1)	(1)
BIO 222, Invertebrate Zoology (2) and	Mathematics
BIO 242, Invertebrate Zoology Lab	MAT 212, Calculus II (3)
(1)	2. Professional Education
or	Professional Education, General 13
BIO 214, Parasitology (3)	Refer to page 101.
and BIO 245, Parasitology Lab (1)	C. Chemistry Certification
BIO 323, Vertebrate Physiology (3)	1. General education program requirements
and	(Refer to Section V., A. on page 105.)
BIO 343, Vertebrate Physiology	Bachelor of Science Chemistry
Lab (1)	CHE 111, General Chemistry I (3)
or BIO 322, Human Anatomy and	CHE 141, General Chemistry I Lab
Physiology (3)	(1)
and	CHE 112, General Chemistry II (3) CHE 142, General Chemistry II Lab
BIO 342, Human Anatomy and	(1)
Physiology Lab (1)	CHE 221, Organic Chemistry I (3)
BIO 211, Advanced Plant Science	CHE 241, Organic Chemistry I Lab
(3) and	(1) CHE 222 Oranio Chamietre II (2)
BIO 241, Advanced Plant Science	CHE 222, Organic Chemistry II (3)

	CHE 242, Organic Chemistry II	D. English Certification
	Lab (1) CHE 350, Quantitative Analytical	<ol> <li>General education program requirement (Refer to Section V., A. on page 105.)</li> </ol>
	Chemistry (4)	2. A major study program in English
	CHE 400, Research (1)	English
	CHE 420, Chemical	
	Thermodynamics and Kinetics	All prospective teachers of English
	(3)	take the following courses:
	CHE 430, Atomic and Molecular	ENG 111, Principles of Writing (
	Structure (3)	ENG 201, Major British Writers
	CHE 499, Chemistry Seminar (1)	ENG 202, Development of Englis Literature (3)
	CHE Electives (8)	ENG 206, Survey of American
Ma	thematics	Literature (3)
	MAT 211, Calculus I (4)	ENG 275, Techniques of Literary
	MAT 212, Calculus II (3)	Research (1)
	MAT 220, Linear Algebra (3)	ENG 351, Old English (3)
	MAT 354, Differential Equations	ENG 352, Chaucer (3)
	(3)	ENG 355 or 356, Shakespeare (3)
Phy	ysics8	ENG 358, Advanced Composition
	PHY 211, General Physics I (3)	Expository and Technical (3)
	PHY 241, General Physics I Lab (1)	ENG 375, Research Project (1)
	PHY 212, General Physics II (3)	ENG 240, Introduction to Films (
	PHY 242, General Physics II Lab	From the following courses,
	(1)	prospective teachers must take 10
Ric		hours, including one seminar and on
	ology	course in 20th-century literature:
		ENG 340, Development of the
	or of Arts	British Novel(3)
Ch	emistry	ENG 357, Milton Seminar (3)
	CHE 111, General Chemistry I (3)	ENG 359, American Literature
	CHE 141, General Chemistry I Lab	Seminar (3)
	(1) CHE 112 C 1 C 1 C 1 T H (2)	ENG 364, English and American
	CHE 112, General Chemistry II (3)	Poetry of the 20th Century (3)
	CHE 142, General Chemistry II Lab	ENG 365, English Poetry of the
	(1) CHE 221 Organia Chamister I (2)	Romantic Period (3)
	CHE 221, Organic Chemistry I (3) CHE 241, Organic Chemistry I Lab	ENG 367, English Poetry of the
	(1)	Victorian Period (3)
	CHE 222, Organic Chemistry II (3)	ENG 368, English Literature of th
	CHE 242, Organic Chemistry II	18th Century (3)
	Lab (1)	ENG 370, English and American
	CHE 350, Quantitative Analytical	Prose of the 20th Century (3)
	Chemistry (4)	ENG 498, Senior Seminar (3)
	CHE 499, Seminar (1)	ENG 948, Introduction to Film (3
	Chemistry Electives(9)	All prospective teachers are strongly
Ma	athematics	urged to take one course in speech o
1416	MAT 211, Calculus I (4)	theatre.
	MAT 212, Calculus II (3)	3. Professional Education
Dh	ysics8	Professional Education, General
111	PHY 211, General Physics I (3)	Refer to page 101.
	PHY 241, General Physics I Lab (1)	E. French Certification
	PHY 212, General Physics II (3)	Trench Certification     General education program requirement
	PHY 242, General Physics II Lab	(Refer to Section V., A. on page 105.)
	(1)	(The current 9-12 second language
2 Drofor	sional Education	certification is being changed to a K-12
	ofessional Education, General 13	second language certification. Students
FIC	Refer to page 101.	will be notified of the requirements as
	Merer to page 101.	soon as they are finalized.)
		,,,,

2. French Concentration for Secondary (9-12)	or
Teacher Certification	SPA 205, Intermediate Spanish I
French	and
Courses Required:	SPA 206, Intermediate Spanish II
FRE 204, Structural French	(6)
and	SPA 304, Spanish Civilization (3)
FRE 205, Intermediate French I	SPA 305, Phonetics and Phonology
	(3)
Or EDE 205 Internal dieta Errande I	SPA 306, Advanced Grammar,
FRE 205, Intermediate French I	Composition, and
and	Linguistics (3)
FRE 206, Intermediate French II (6)	SPA 307, Advanced Conversation
FRE 304, French Civilization (3)	(3)
FRE 305, Phonetics and Phonology	SPA 364, Spanish Literature to
(3)	1800 (3)
FRE 306, Advanced Grammar,	
Composition and Linguistics (3)	SPA 365, Spanish Literature from 1800 to the Present (3)
FRE 307, Advanced Conversation	
(3)	SPA 366, Spanish-American
FRE 364, French Literature to 1789	Literature to 1875 (3)
(3)	SPA 367, Spanish-American
FRE 365, French Literature from	Literature from 1875 to Present
1789 to the Present (3)	(3)
Electives	Electives
FRE 394, Seminar in Seventeenth	SPA 368, Modern Spanish Drama
Century (3)	(3)
FRE 395, Seminar in Eighteenth	SPA 369, Modern Spanish Prose
	and Poetry (3)
Century (3)	SPA 494, Seminar in the Golden
FRE 396, Seminar in Nineteenth	Age of Spain (3)
Century (3)	Foreign Language 300, Life and
FRE 397, Seminar in Twentieth	Study Abroad (1-3)
Century (3)	
Foreign Language 300, Life and	Methods
Study Abroad (1-3)	Course Required:
Methods	SPA 764, The Teaching of a Foreign
Course Required:	Language (3)
FRE 764, The Teaching of a	3. Professional Education
Foreign Language (3)	Professional Education, General 13
3. Professional Education	Refer to page 101.
Professional Education, General 13	
	G. Mathematics Certification
Refer to page 101.	<ol> <li>General education program requirements</li> </ol>
F. Spanish Certification	(Refer to Section V., A. on page 105.)
	2. A major study program in Mathematics
1. General education program requirements	Mathematics
(Refer to Section V., A. on page 105.)	All prospective teachers of
(The current 9-12 second language	Mathematics take the following
certification is being changed to a K-12	courses:
second language certification. Students	MAT 110, Elementary Functions
will be notified of the requirements as	(-)
soon as they are finalized.)	(3) MAT 211 Colculus I (4)
2. Spanish Concentration for Secondary	MAT 211, Calculus I (4) MAT 212, Calculus II (3)
(9-12) Teacher Certification	
Spanish	MAT 220, Linear Algebra (3)
Courses Required:	MAT 250, An Introduction to
SPA 204, Structural Spanish	Mathematical Reasoning (2)
and	MAT 313, Calculus III (3)
SPA 205, Intermediate Spanish I	
or reado, intermediate opanish i	

MAT 321, Modern Abstract	History Electives:
Algebra (3)	HIS 302, English History Since
MAT 334, Modern College Geometry (3)	1066 (3)
MAT 340, Introduction to	HIS 304, Ancient History (3)
Probability (3)	HIS 306, Soviet Union in the
From the following courses,	Twentieth Century (3)
prospective teachers must take 3	HIS 308, Contemporary Europe Since 1945 (3)
hours:	HIS 310, Modern China (3)
MAT 245, Basic Statistics (3)	HIS 313, Victorian America (3)
MAT 341, Advanced Probability	HIS 314, Colonial American
and Statistics (3)	History (3)
MAT 354, Introduction to	HIS 319, Contemporary America
Differential Equations(3)	History Since 1945 (3)
MAT 360, Numerical Analysis (3)	HIS 325, Asian Civilization (3)
MAT 410, Advanced Calculus I (3)	HIS 330, U.S. and World History
MAT 415, Topics in Analysis (3)	(3)
MAT 425, Topics in Algebra (3)	HIS 333, History of the South (3) HIS 520, History of North Caroli
MAT 434, Topics in Geometry and	(3)
Topology (3) MAT 362, Topics in Discrete	Social Science Knowledge
Mathematics (3)	Students are required to select
From the following courses,	three courses from the
prospective teachers must take 3	recommended courses.
hours:	Recommended Courses:
CSC 111, Computers and Their	ECO 210, Macroeconomic
Uses (3)	Principles (3)
CSC 201, Computer Science I with	or
Pascal (3)	ECO 374, Consumer
3. Professional Education	Economics (3)
Professional Education, General 13	GEO 368, Political Geography (3
Refer to page 101.	POL 100, American Political
H. Social Studies Certification	System (3) SOC 230, Principles of Sociology
1. General education program requirements	(3)
(Refer to Section V., A. on page 105.)	or
2. A major study program in Social Studies	SOC 335, American Ethnic
History Knowledge	Relations (3)
Required for all History Majors	Social Science Electives:
and strongly recommended for	ECO 211, Microeconomic
students majoring in other social science disciplines	Principles (3)
HIS 101, The Emergence of	GEO 204, Elements of Physical
Western Civilization	Geography (3)
or	POL 303, Contemporary America
HIS 102, Modern Western	Politics
Civilization (3)	or POL 200, Parties and Pressure
HIS 200, Introduction to Latin	Groups (3)
American History	SOC 260, Cultural Anthropology
or	(3)
HIS 224, Introduction to Non- Western Civilization (3)	SOC 231, Social Problems (3)
HIS 214, American History to 1876	3. Professional Education
or	Professional Education, General
HIS 215, American History since	Refer to page 101.
1876 (3)	

Students who expect to obtain an initial N.C. rifficate to teach business or home economics must eet both the course and minimum semester hour quirements listed below.  I.All College requirements for graduation, including A. General education requirements B. The major study requirements B. The major study requirements I.Minimum semester hours in the occupational education certification subject areas: A. Business and Office courses, semester hours	ECO 374, Consumer Economics (3) CSC 100, Introduction to Computing (2) CSC 101, Introduction to a Language (1) CSC 211, Cobol Programming (3) 3. Professional Education
MAT 245, Basic Statistics (or equivalent) (3)  Concentration BUS 332, Managerial Accounting (3) BUS 499, Business Policy (3) BUS 384, Business Communication	Materials (3)  Consumer Resource Management 9  HEC 355, Home Management Resources (3)  HEC 455, Home Management Residence (3)  ECO 374, Consumer Economics (3)
and Reports (3) BUS 454, Business Law (3) BUS 480, Business Internship (3) Approved electives, selected from BUS 110, 333, 446, 448, 466, 468, 492, 494 and ECO 310, 311, 364, 455 (9) Required Courses Not Counted in Major BUS 220, Typewriting (3)	Senior Seminar

Education

#### School Social Worker Program

Students may wish to earn the N.C. school social worker certificate. Program requirements for School Social Work personnel follow:

- 1 . General education program requirements (Refer to Section V., A. on page 105.)
- 2. Specific requirements for Social Work major

Specified Liberal Arts Courses . . . . . 22 (May also count toward general education requirements) BIO 101, General Biology 1 (3) SOC 230, Principles of Sociology (3) PSY 100, General Psychology (3) PSY 212, Psychology of Sex Roles SOC 335. American Ethnic Relations (3) POL 100, American Political System (3) SOC 374, Social Research (3) SOC 375, Social Research Lab (1) SWK 240. Social Work as a Profession (3) SWK 301, The American Social Welfare System (3) SWK 302, Social Policy Analysis SWK 307. Human Behavior for Social Work Practice I SWK 308, Human Behavior for Social Work Practice II SWK 304, Social Work Practice I SWK 401, Social Work Practice II SWK 402. Social Work Field Experience (in a public school setting) (10) SWK 403, Field Instruction Seminar (2) EDU 232. Foundations of American Education (3) EDU 234, Educational Psychology (3) PSY 312, The Psychology of Exceptional Individuals (3)

SWK 405. Social Work in Public

Schools (3)

4. National Teacher Education (NTE) Requirements for Admission to Teacher Education. See page 101.

#### Special Subject Area Teacher Education (Grades K-12) Programs

- I. Art (K-12)
  - A. All College requirements for graduation.
  - B. Minimum semester hours in teaching field for grades K-12.

C. General education program requirements

(Refer to Section V., A. on page 105.) Humanities and Fine Arts... English Composition (3-6)

Foreign Language (6)

Literature (6)

A three-hour course in major British authors

27-3

and

A three-hour course in English, American, or world literature

Any literature course in a foreign language

Religion (6)

A six-hour introduction to the Old and New Testaments

A three-hour introduction to Biblical literature and history and one advanced three-hour

course in religion

Fine Arts (6)

Chosen from at least two of the following categories: art, dance (theory or history), music, philosophy, speech, theatre

Social and Behavioral Sciences. HIS 101. The Emergence of

Western Civilization (3)

HIS 102, Modern Western Civilization

PSY 312. The Psychology of Exceptional Individuals (3)

SOC 335. American Ethnic Relations (3)

Electives (3)

Must include one of the following categories: economics, cultural

geography, sociology and anthropology, politics, psychology  Mathematics and Natural Sciences 13 One laboratory course chosen from biology, chemistry, or physics (4) One course in mathematics (3) Electives (6) Must include at least two of the following categories: biology, chemistry, physical geography, physics, or mathematics Health and Physical Education 4-5 Must include four activity courses or Three activity courses and a two-hour course in health or first aid  D. The Core Curriculum	1. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program. 2. To be eligible for the North Carolina Initial Certificate in Art K-12, the student must make a minimum score of 644 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration  III. Music (K-12) A. All College requirements for graduation. B. Program Requirements for Music Education (K-12 Liberal Arts and Sciences
E. Other Required Art Courses	American Ethnic Relations, Sociology 335 (3)  Psychology of the Exceptional Individual (3)  Mathematics (3)  Lab Science (select from Biology, Chemistry, Physics) (4)
F. Professional Education Courses	Health and Physical Education (select four activity courses or two activity courses and one two-hour course in health or first aid) (4)  Electives in Liberal Arts and Sciences (4)  Music and Professional Education
G. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Special Subject Area Programs (K-12)	Music History 310, 311, 312, 313 (8) Winds and Percussions 070 (4) String Instruments 060 (2)

Guitar Lab 068 (1)

Instrumentation 304 (1)

Choral Arranging 308 (2)

Conducting 300, 301 (4)

Principal Applied Study (14)

Second Applied Study(ies) (3)
Students whose principal applied study is not voice should take three hours of voice as

elective

Graduation Recital 490 (1)

secondary applied or

Keyboard Proficiency

Materials and Methods, Elementary 720 (2)

Materials and Methods, Middle 721 (2)

Materials and Methods, Secondary 722 (2)

Educational Psychology (3)

Foundations of American Education (3)

Student Teaching 439 (Block) (6)

Electives in Music, Professional Education, or Psychology (0-2)

Reading, Education 344 or 471 (1-3)

EDU 441, Introduction to Audio/Visual Materials (1)

- C. National Teacher (NTE) Requirements for North Carolina Initial Certification in Special Subject Area Programs (K-12)
  - The NTE Core Battery Test III, Professional Knowledge, and the NTE Special Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.
  - 2. To be eligible for the North Carolina Initial Certificate in Music K-12, the student must make a minimum score of 644 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

III. Reading Certification (K-12)

The student must have a teaching certificate in some area other than reading or be enrolled in a program leading to an initial N.C. teaching certificate in some area other than reading.

A student who wishes to add reading certification to the existing or proposed initial certification must meet the requirements listed below.

A. Prerequisites

B. Additional requirements

EDU 470, Survey of Reading ...... EDU 471, Reading in the Content

Note: NTE minimum score requirements for all programs are subject to change as mandated by the State Department of Public Instruction.

#### Curriculum

#### **Education Courses**

Foundations of American Education, EDU 232, should be the first course taken in the professional sequence.

### EDU 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural/historic foundations perspective including an understanding of the American educational goal. Consideration is given to educational organization, finance, law, administration and curricula, as well as current issues facing American schools. School related observations

EDU 234 EDUCATIONAL PSYCHOLOGY

required. Credit, three hours.

A study of the psychological principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. School observations required. Credit, three hours.

### EDU 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon the major aspects of reading instruction Strategies for teaching interrelated phonics, structural analysis skills, and the integrated curriculum are developed. School observations required. Credit, three hours.

#### DU 348 PERSPECTIVES IN EARLY CHILDHOOD **EDUCATION**

A review of the historical, philosophical, and sychological foundations of early childhood education. mphasis will also be given to the development of oncepts in young children. School observations quired. Credit, three hours.

#### DU 349 TEACHING IN THE INTERMEDIATE AND MIDDLE SCHOOLS

A study of the structure and function of intermediate nd middle schools with emphasis on the role of the eacher. Consideration is given to curriculum, planning nd evaluation, instructional materials and resources, acher-parent relationships, records, and reports. Mered fall semester. School observations required. 'redit, three hours.

#### **DU 438 FIELD EXPERIENCES: MIDDLE** AND SECONDARY GRADES

This course focuses on field experiences for middle rades and secondary teacher education students. A inimum of 30 hours in a middle school or secondary thool setting will be required. Block course. Pass-fail. redit, one hour.

#### **DU 439 OBSERVATION AND DIRECTED** TEACHING

Designed to provide the student teaching experience t the appropriate grade level in a school setting: arly childhood education students at the K-4 grade levels only

atermediate education students at the 4-6 grade levels

fiddle grades education students at the 6-9 grade levels

econdary education students at the 9-12 grade levels

pecial subject area education students at the K-12 grade levels only

occupational education students 7-12 levels, home economics: 9-12 levels, business

leekly seminars are arranged. Fee \$150.00. Block ourse. Pass-fail grading only. Credit, six hours.

#### audent Teaching Requirements

The following requirements must be met before a udent is permitted to register for student teaching.

- . An overall grade point average of 2.5 or above to have been achieved by the end of the term prior to student teaching.
- Observation and participation in the public schools.
- Demonstration of competencies established by the Department of Education indicating teaching effectiveness.

- D. Current enrollment in, or satisfactory completion of, all required methods courses.
- E. The required physical exam for public school teachers.
- F. Filing of an application for student teaching placement with the Department of Education.

#### **EDU 440 SEMINAR IN EDUCATION** (Elementary)

A study of the current issues having a direct influence upon educational practice and research. School observations required. Block course. Pass-fail grading only. Credit, one hour.

#### EDU 441 INTRODUCTION TO AUDIO/VISUAL MATERIALS

A hands-on course designed to familiarize students with audio/visual equipment and materials necessary to enhance instruction in the public school classroom. Block course, Pass-fail, Credit, one hour,

#### EDU 455 LITERATURE IN THE **ELEMENTARY SCHOOL**

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course. Credit, two hours.

#### EDU 456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of mathematics in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course, Credit, two hours.

#### EDU 457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of science in the elementary school with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course. Credit, two hours.

#### EDU 458 SOCIAL STUDIES IN THE **ELEMENTARY SCHOOL**

A study of the content, resources, and strategies which facilitate the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. Credit. two hours.

Education
Foreign Languages

#### EDU 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and problems of preadolescents and adolescents, with consideration of the psychological basis of preadolescent and adolescent behavior, including measurement procedures and research results. Block course. Credit, three hours.

#### EDU 467 THE SECONDARY SCHOOL

A study of the secondary school in America. Emphasis is given to historical development, issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and evaluation. Block course. Credit, three hours.

#### **EDU 470 SURVEY OF READING**

A study of the methods, materials, and basic research in developmental reading. Emphasis is given to identifying, selecting, and evaluating reading methodologies, programs, and materials. Credit, two hours.

#### **EDU 471 READING IN THE CONTENT AREAS**

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit or grade and three hours credit.

#### **EDU 472 DIAGNOSIS OF READING ABILITY**

A study of the various ways of identifying and meeting the needs of individuals and groups through diagnostic techniques. Emphasis is given to determining students' interests and readiness for reading and to measuring mastery of basic reading skills. Credit, two hours.

#### **EDU 473 REMEDIAL READING INSTRUCTION**

A study of the various ways of meeting the needs of individuals and groups by prescribing reading programs based upon diagnosis of needs and knowledge of methods and materials. Emphasis is given to developing study guides, modifying text material, and locating supplementary materials. Credit, two hours.

#### **EDU 474 READING PRACTICUM**

Designed to provide tutoring experiences which interrelate reading and the different content and subject areas in the curriculum. Emphasis is given to outlining and implementing reading instructional programs for students including continuous diagnosis, selection and use of materials, and developing reading record-keeping procedures. Credit, three hours.

#### Methods Courses

A specific methods course is offered for each teacher certification program. In this course the student is introduced to the methods used in the student's teaching field and teaching levels.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

- 734 Methods in the Teaching of Art. Credit, three hours.
- 744 Art in the Elementary School. Credit, two hours.
- 764 The Teaching of Science. Credit, three hours.
- 764 The Teaching of Business. Credit, three hours.
- 764 The Teaching of Foreign Language. Credit, three hours.
- 764 The Teaching of English. Credit, three hours.
- 744 Health Education in the Elementary School. Credit, two hours.
- 744 Physical Education in the Elementary School. Credit, two hours.
- 764 The Teaching of Social Studies. Credit, three hours.
- 764 Methods of Teaching Home Economics. Credit, three hours.
- 764 Methods of Teaching Mathematics. Credit, three hours.
- 720 Materials and Methods for Teaching Music in Grades K-4. Credit, two hours.
- 721 Materials and Methods for Teaching Music in Grades 4-6. Credit, two hours.
- 722 Materials and Methods for Teaching Music in Grades 7-12. Credit, two hours.
- 744 Music in the Elementary School. Credit, two hours.





#### **ENGLISH**

Professor Taylor, Head; Professor Knight, the Mary Lynch Johnson Chair of English; Professors Brewer and Gilbert; Associate Professors English, Jackson, and Walton; Instructor Miller; Writer-in-Residence Betty Adcock; Adjuncts Bowers, Britt, Colby, McGregor, and Steinmetz.

The courses offered by the Department of English are designed to foster in the student

- the ability to think logically and independently,
- · skills in speaking and writing,
- an understanding of and appreciation for the English language,
- an appreciation for and enjoyment of literature and film, and
- · an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education—reading widely, thinking critically, and working to improve her speaking and writing.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as pre-professional training for business, law, and medicine.

#### Requirements for a B.A. in English

Thirty-two hours in English, including 111, 201, 202, 206, 275, 375, and a seminar.

Twelve hours in the following areas:

- 3 in medieval literature (351 or 352)
- 3 in Shakespeare (355 or 356)
- 3 in 18th/19th Century (340, 365, 367, or 368)
- 3 in 20th Century (364, 370)

An additional 3 hours in courses numbered above the 200's.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

A minor, consisting of 18 hours in English but excluding English 111 and 112, is available. See the department head for details.

# Requirements for a Concentration in Professional Communications

Eighteen hours, including ART 103, ART 240, SPE 225, ENG 358\*, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, or ENG 9— (Special Topics in Publications). Additional hours may be taken in ART 230, 231, 241, and 340, and BUS 366, 466, 467 and 468. Internships (ENG 930) are open to juniors and seniors for one to four hours of credit.

#### Curriculum

#### Prerequisites

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

#### **ENG 111 PRINCIPLES OF WRITING**

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers. *Credit, three hours*.

#### **ENG 112 EXPOSITORY WRITING**

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent. *Credit, three hours*.

#### **ENG 150 SPELLING**

A course for poor spellers focusing on varied ways of learning to spell correctly. Offered fall and spring semesters. Pass-fail. Credit. one hour.

#### **ENG 175 GRAMMAR**

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required of 6-9 communication skills and 9-12 English certification students. Offered spring semester. *Credit*, one hour.

#### **ENG 201 MAJOR BRITISH WRITERS**

A study of major British writers designed to foster appreciation and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue emphasis on composition. Authors studied: Chaucer, Shakespeare, Milton, an 18th century writer, Wordsworth, Browning, and a 20th century writer. Credit, three hours.

#### **ENG 202 DEVELOPMENT OF ENGLISH LITERATURE**

A chronological study to add breadth and further depth to ENG 201. Offered spring semester. *Credit, three hours.* 

#### **ENG 206 SURVEY OF AMERICAN LITERATURE**

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography. Credit, three hours.

### ENG 208 WORLD MASTERPIECES IN TRANSLATION

Credit, three hours.

#### ENG 235 CREATIVE WRITING: EMPHASIS POETRY

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Offered fall semester. *Credit, three hours*.

#### [ENG 236 CREATIVE WRITING: EMPHASIS PROSE]

Narration and poetry from the writer's perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry. Offered fall semester. Credit, three hours.

#### **ENG 240 INTRODUCTION TO FILM**

This course will be a study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period through the 1980's by both American and European directors. Offered fall semester. Credit, three hours.

### ENG 245 INTRODUCTION TO JOURNALISM

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Offered fall semester. *Credit, three hours*.

### ENG 275 TECHNIQUES OF LITERARY RESEARCH

An introduction to the process and techniques of gathering and recording data for a literary research paper. Offered fall semester. *Credit*, one hour.

#### [ENG 340 DEVELOPMENT OF THE BRITISH NOVEL]

A study of the development of the British novel from its origins to the beginning of the twentieth century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy and others. Offered spring semester. Credit, three hours.

#### [ENG 345 IRISH RENAISSANCE]

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others. Offered spring semester. Credit, three hours.

<sup>\*</sup> ENG 358 must be taken for a grade (not pass/fail) to count toward the Professional Communications Concentration.

#### **ENG 350 TOPICS IN DRAMA**

Topics vary. Options include the development of British drama and modern drama. Regularly offered in Meredith Study Abroad curriculum. Credit, three hours.

#### ENG 351 OLD ENGLISH

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Offered fall semester. *Credit, three hours.* 

#### **ENG 352 CHAUCER**

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material. Offered spring semester. Credit, three hours.

#### ENG 355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. ENG 355, offered fall semester; ENG 356, offered spring semester. Credit, three or six hours.

#### **ENG 357 MILTON SEMINAR**

Poetry and selected prose. Offered fall semester. Credit, three hours.

#### ENG 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical report. A review of the principles of grammar as they apply to editing and proofreading. An introduction to word processing and machine editing. Offered fall and spring semesters. Credit, three hours.

#### **ENG 359 AMERICAN LITERATURE SEMINAR**

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: ENG 206 or equivalent. Offered spring semester. Credit, three hours.

### ENG 364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY

A study of 20th century English and American poets and their works, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. Offered spring semester. Credit, three hours.

### ENG 365 ENGLISH POETRY OF THE ROMANTIC PERIOD

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. Offered fall semester. Credit, three hours.

### [ENG 367 ENGLISH POETRY OF THE VICTORIAN PERIOD]

A study of the poetry of Browning and Tennyson, with selections from other poets of the Victorian period. Offered fall semester. *Credit, three hours.* 

### ENG 368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. Offered spring semester. Credit, three hours.

### ENG 370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY

A study of the 20th century English and American writers of prose, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing. Offered fall semester. Credit, three hours.

#### **ENG 375 RESEARCH PROJECT**

Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite or co-requisite ENG 374. Offered fall and spring semesters. *Credit, one hour.* 

### ENG 475 INTRODUCTION TO LITERARY CRITICISM

An introduction to the art of literary criticism from Aristotle to Derrida. Offered spring semester. *Credit*, one hour.

#### **ENG 498 SENIOR SEMINAR**

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Open only to majors in English. Offered spring semesters. *Credit*, *three hours*.

#### ENG 764 THE TEACHING OF ENGLISH

A study of different methods of teaching the content and skills included in a secondary English curriculum. Block. Offered fall semester. Credit, three hours.

Students who wish advanced study and research in literature should consult with the department head and arrange for it through the special studies options listed on page 83. Students may elect courses through the Cooperating Raleigh Colleges.

#### FOREIGN LANGUAGES

Professor Winz, Head; Professors Kurtz and Ledford; Associate Professors Comeaux, Thomas, and Pitts; Assistant Professors Short and Reiss; Instructors Baumann, Breitenberger, and Mack.

The Department of Foreign Languages offers a major in French and Spanish, two years of Latin with some advanced work for those who need it, and three years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization, literature, and culture.

Minors are also available. Eighteen hours of course work above 101, 102 are required. Contact the department head for more information.

### Requirements for a B.A. Degree

Thirty (30) hours above 101,102 of course work are required for a major in French or Spanish. These must include 305,306, 307, 304, 364, 365 for both French and Spanish. Majors in Spanish must also include 366 and 367. All foreign language majors must take HIS 102. They are advised to include a second language as a related field and are urged to take advantage of the overseas study programs offered through the department. It is strongly recommended that majors live two semesters on the French or Spanish Hall, respectively, and complete the requirements for FRE 350 or SPA 350.

#### Advanced Study

Foreign language students (especially German students) who wish advanced study in the language should consult with the department head and arrange for it through special studies options, such as those listed on page 83.

Students may also elect courses at other CRC (Cooperating Raleigh Colleges) institutions.

#### Advanced Placement

Entering students will be placed at the appropriate level of a foreign language on the basis of high school units. However, a placement test will be given in August to those students who request it. By taking this advanced placement test, entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 courses. To receive advanced placement credit, a student must apply to the department upon completion of two three-hour courses at the 300 level with a grade of C or better. She will then have earned a total of 12 credit hours in the language she studied.

#### Curriculum

#### French

#### FRE 101 ELEMENTARY FRENCH CONVERSATION

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only Open to all students who cannot qualify for FRE 204. One hour of language laboratory required per week. Offered fall semester. Credit, three hours.

#### FRE 102 ELEMENTARY FRENCH CONVERSATION

A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only One hour of language laboratory required per week. Offered spring semester. Credit, three hours.

#### FRE 204 STRUCTURAL FRENCH

Conversational and written French for students who had some high school work in the language, but who cannot qualify for FRE 205. One hour of language laboratory required per week. Offered fall semester. Credit, three hours.

#### FRE 205 INTERMEDIATE FRENCH I

A review and continuation of FRE 102 and FRE 204, and gradual introduction of graded readings. One hou of language laboratory required per week. Prerequisite FRE 102, FRE 204 or equivalent. Offered fall and sprin semesters. *Credit, three hours*.

#### FRE 206 INTERMEDIATE FRENCH II

A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. One hour of language laboratory required per week. Prerequisite: FRE 205 or equivalent. Offered spring semester. Credit, three hours.

Note: All language labs are non-credit labs.

#### FRE 301 BUSINESS FRENCH

A survey of the vocabulary and principles of the French business world, with special attention to the development of practical communication skills. Prerequisite: two years of college French, or equivalent Offered spring semester of uneven years. Credit, three hours.

#### FRE 304 FRENCH CIVILIZATION

A survey of the historical development of France as nation and as a people, including her contributions to Western culture in the fields of art, religion, and music Offered fall semester of even years. Credit, three hours

#### FRE 305 FRENCH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all major and minors in French. Prerequisite: FRE 205 or equivalent. Offered fall semester. Credit, three hours.

#### RE 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to prove students' writing skills. Required of all majors ad minors in French. Prerequisite: FRE 205 or juivalent. Offered spring semester. Credit, three

#### **RE 307 ADVANCED CONVERSATION**

Open to juniors and seniors. Focus on oral oficiency with detailed analysis of the semantic and intactic structure of contemporary French. Required of ajors. Prerequisites: FRE 305, FRE 306. Offered ternate semesters. Credit, three hours.

#### RE 364 FRENCH LITERATURE TO 1789

Selected reading in French literature from the eginnings to the French revolution with some emphasis a culture and civilization. Offered fall semester of ren years. Credit, three hours.

#### **RE 365 FRENCH LITERATURE FROM 1789** TO THE PRESENT

Selected readings in French literature from the French volution to the present. Offered spring semester of neven years. Credit, three hours.

#### RE 394 SEMINAR IN SEVENTEENTH CENTURY

A literary study of the representatives of French lassicism in religious thought, philosophy, and drama, ith some reference to their importance in the evelopment of continental European civilization. Iffered fall semester of uneven years. Credit, three nurs

#### RE 395 SEMINAR IN EIGHTEENTH CENTURY

The period of the decline of absolutism, the rise of ie bourgeoisie, and the development of the rational pirit as shown in the literature of 18th century France ith some emphasis on Franco-American relationships. Iffered fall semester of uneven years, Credit, three ours.

#### **RE 396 SEMINAR IN NINETEENTH CENTURY**

An in-depth study of the different literary genres of ie 19th century with an emphasis on Flaubert, audelaire, and selected romantic writers. Offered oring semester of even years. Credit, three hours.

#### RE 397 SEMINAR IN TWENTIETH CENTURY

A study of the main literary movements of the 20th entury, with selected readings of the more ontemporary writers such as Camus, Sartre, Robbeirillet. Offered spring semester of even years. Credit, iree hours.

Note: Before enrolling in a literature course, a udent should have completed the 305,306 sequence. A udent with a particularly strong background in French om Meredith, or a student who places out of the 200 vel sequence, may be admitted to a literature course with the permission of the professor.

#### FRE 300 LIFE AND STUDY ABROAD

Study and residence in France. Credit, one to three

#### FRE 350 FRENCH HALL SEMINAR (1)

Students will live in the French section of the Foreign Language Hall and will speak French in their living environment. They will attend at least 10 scheduled conferences in French (sometimes English), which will present aspects of the culture, civilization, or literature of the French-speaking countries in the world. In addition, they will meet for one informal conversation hour per week, during which any topic of interest can be discussed in the target language. Students will also participate regularly in French club or other additionally scheduled activities (meetings, films, workshops, field trips to museums, etc.). Prerequisites: 200 or 300 level course work, native speaker, or approval of professor. Regular grading or pass-fail.

#### For Certification Only

FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages. Credit, two hours.

#### FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOLS

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages. Credit, two hours.

#### Internships

A limited number of internships for advanced students can be arranged through the department on the national and international level.

#### Certificat D'Aptitude Pratique

Meredith has been set up as a testing center for the CAP, the Certificat d'Aptitude Pratique, awarded by the Chambre de Commerce de Paris. Advanced students should contact the department head for details.

#### German

#### GER 101 ELEMENTARY GERMAN I

Introduction to the German language. Grammar, graded readings, and some oral emphasis. Offered fall semester. Credit, three hours.

#### GER 102 ELEMENTARY GERMAN II

A review and continuation of GER 101. Prerequisite: GER 101 or equivalent. Offered spring semester. Credit, three hours.

Foreign Languages

#### GER 201, INTERMEDIATE GERMAN I

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; some practice in use of the spoken language. Prerequisite: GER 102 or equivalent. Offered in the fall semester. Credit, three hours.

#### GER 202. INTERMEDIATE GERMAN II

A continuation of German 201. More advanced grammar and readings and increased emphasis on the spoken language. Offered spring semester. *Credit, three hours.* 

#### **GER 307 ADVANCED CONVERSATION**

Focus on oral proficiency. Prerequisites: GER 201, 202. Students should consult the head of the Department of Foreign Languages for information. Credit, three hours.

#### GER 366 ADVANCED GERMAN READING

Topics studied to be selected by instructor, after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: GER 202 or instructor's permission. Credit, three hours.

#### Latin

#### LAT 101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar. Credit, three hours.

#### LAT 102 ELEMENTARY LATIN II

A review and continuation of LAT 101. Increased emphasis on reading. Credit, three hours.

#### LAT 201, INTERMEDIATE LATIN I

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid. Offered fall semester. Credit, three hours.

### LAT 364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: LAT 201, 202 or advanced placement. *Credit*, six hours.

#### LAT 366, 367 ADVANCED LATIN READING

Authors studied to be selected by instructor — after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: LAT 364, 365 or instructor's permission. Credit, six hours.

Students should consult with the head of the Department of Foreign Languages about the possibility of advanced Latin studies.

#### Spanish

#### SPA 101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English wi be used in the classroom for orientation purposes only Open to all students who cannot qualify for SPA 204 One hour of language laboratory required per week. Offered fall semester. Credit, three hours.

#### SPA 102 ELEMENTARY SPANISH II

A review and continuation of SPA 101. English will be used in the classroom for orientation purposes only One hour of language laboratory required per week. Offered spring semester. Credit, three hours.

#### SPA 204 STRUCTURAL SPANISH

Conversational and written Spanish for students whad some high school work in the language, but who cannot qualify for SPA 205. One hour of language laboratory required per week. Offered fall semester. Credit, three hours.

#### SPA 205 INTERMEDIATE SPANISH I

A review and continuation of SPA 102 and SPA 20 and gradual introduction of graded readings. One hor of language laboratory required per week. Prerequisit SPA 102, SPA 204, or equivalent. Credit, three hours

#### SPA 206 INTERMEDIATE SPANISH II

A continuation of SPA 205. Emphasis on the readinand discussion (in Spanish) of texts of moderate difficulty. One hour of language laboratory required per week. Prerequisite: SPA 205 or equivalent. Offer spring semester. Credit, three hours.

Note: All language labs are non-credit labs.

#### SPA 304 SPANISH CIVILIZATION

The historical development of Spain as a nation an a people, including her contributions to Western culti in the fields of art, religion, and music. Offered fall semester of even years. Credit, three hours.

#### SPA 305 SPANISH PHONETICS AND PHONOLOG

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all major and minors in Spanish. Prerequisite: SPA 205 or equivalent. Offered fall semester. Credit, three hours.

### 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all major and minors in Spanish. Prerequisite: SPA 205 or equivalent. Offered spring semester. Credit, three hours.

#### 307 ADVANCED CONVERSATION

Open to juniors and seniors. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Require of majors. Prerequisites: SPA 305, SPA 306. Offered alternate semesters. Credit. three hours.

#### PA 364 SPANISH LITERATURE TO 1800

Selected Spanish literature beginning with the "Poema e mio Cid" and going through the seventeenth century. Offered fall semester of uneven years. Credit, three ours.

#### PA 365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish terature, particularly as they reflect Spanish life and ulture. Alternates with SPA 366, 367. Offered spring emester of even years. Credit, three hours.

#### PA 366 SPANISH-AMERICAN LITERATURE TO 1875

A study of the key authors and texts of the Spanish colonial and Independence Periods. Offered fall emester of even years. Credit, three hours.

#### PA 367 SPANISH-AMERICAN LITERATURE FROM 1875 TO THE PRESENT

Selected readings from key authors such as Dario, zuela, Carpentier and Neruda. Offered spring emester of uneven years. Credit, three hours.



#### SPA 368 MODERN SPANISH DRAMA

Masterpieces of modern Spanish drama. Offered spring of uneven years. Credit, three hours.

#### SPA 369 MODERN SPANISH PROSE, POETRY

Masterpieces of modern Spanish prose, (emphasis on the novel) beginning with Miguel de Unamuno. Selected poetry from Nobel Prize winners — Vicente Aleixandre and others. Offered spring semester of even years. Credit, three hours.

#### SPA 494 SEMINAR IN THE GOLDEN AGE OF SPAIN

Selected works from Cervantes and the Golden Age Theater. Offered fall semester of uneven years. *Credit,* three hours.

Note: A student with a particularly strong background in Spanish from Meredith, or a student who places out of the 200 level sequence, may be admitted to a literature course with the permission of the professor.

#### SPA 300 LIFE AND STUDY ABROAD

Study and residence in a Spanish-speaking country. Credit. one to three hours.

#### SPA 350 SPANISH HALL SEMINAR

Students will live in the Spanish section of the Foreign Language Hall and will speak Spanish in their living environment. They will attend at least 10 scheduled conferences in Spanish (sometimes English), which will present aspects of the culture, civilization, or literature of the Spanish-speaking countries in the world. In addition, they will meet for one informal conversation hour per week, during which any topic of interest can be discussed in Spanish. Students will also participate regularly in language club or other additionally scheduled activities (meetings, films, workshops, field trips to museums, etc.). Prerequisites: 200 or 300 level course work, or native speaker, or approval of professor. Regular grading or pass-fail. Credit. one hour.

# For Certification Only FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages. *Credit, two hours.* 

#### FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOL

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages. Credit, two hours.

#### HEALTH, PHYSICAL EDUCATION, AND DANCE

Associate Professor Massey, Head and Athletic Director; Associate Professors Bross and Chamblee; Assistant Professor Colwell; Instructors Brown, Elliott, and Hatchell; Adjuncts Grady and Taylor.

Through health, physical education and dance the student gains greater knowledge and appreciation of her physical self as well as develops skills and creative abilities. The department offers a wide variety of activities with special emphasis on fitness, life-time sports and dance. For the highly skilled there are opportunities to participate in the intercollegiate program, the dance theatre, or the aqua angels.

The department offers a major and minor in dance and a minor in physical education. Students who wish to pursue special studies or contractual majors should consult with the department head. Courses not available at Meredith may be taken through the Cooperating Raleigh Colleges.

# Requirements for a B.A. Degree in Dance

BIO 101, 141, 102, 142, 322, and 342, PED 282 and 482,

THE 245,

DAN 156, 255, 256, 356, 357, 359, 453, 455, 456, 457, and nine credit hours of technique at level II or above. (May include up to two hours of Mind and Body Therapy.)

# Curriculum Theory: Health

#### HED 100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge and understanding pertaining to personal and community health. Special emphasis on developing positive health attitudes and practices. *Credit, two hours*.

#### HED 200 FIRST AID

A course designed to prepare students with the knowledge and skills to meet most situations when emergency first aid care is necessary. Red Cross CPR Certification. Credit, two hours.

# HED 282 PREVENTION AND CARE OF INJURIES Emphasis is on prevention and treatment of injuries. Credit, one hour.

### HED 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of the elementary school-age children and provide them with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements. Credit, two hours.

### Theory: Physical Education PED 329 PHYSICAL FITNESS

A course designed for students to gain knowledge related to the interrelationship of fitness, nutrition, weight control, body mechanics, stress, values of exercise and skill programs. Proper methods of exercise and weight training are stressed. Does not meet general education requirements. Credit, three hours.

#### PED 482 KINESIOLOGY

A study of the neuromuscular and mechanical principles of movement. This course is designed to aid students in understanding and analyzing human movement in sport, dance, and physical education activities. Prerequisite: BIO 322 and 342. Credit, three hours.

### PED 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the physical education needs and interests of elementary school-age children and to provide them with information, ideas, and experiences pertinent to principles, planning, teaching, and evaluating physical education at the elementary school level. Does not meet general education requirements. Credit, two hours.

#### Theory: Dance

#### **DAN 255 MOVEMENT FUNDAMENTALS**

An introduction to and practice of movement and rhythmic fundamentals integrated with guided creative problem-solving necessary for understanding moveme as a creative as well as physical activity. Counts as ar elective in the humanities and fine arts. *Credit, two hours*.

#### DAN 256 DANCE COMPOSITION I

An introductory course to the basic elements of sola and duet choreography - space design, rhythm, textur musical accompaniments and subject matter. Selected readings on both traditional and avant-garde approaches to composition. Students will compose orginial solo movement phrases and explore the different techniques used when composing for two dancers. (prerequisite PED 157 or by faculty permission) Counts as an elective in the humanities ar fine arts. Credit three hours.

#### AN 356 DANCE COMPOSITION II

A study of the effects of time, space and energy on ovement designed for a large group. Methods of rganizing movement designed for a large group will be plored as well as a study of the aesthetics concerns of the 20th century choreographers. Students will develop a original idea into a group choreography that emonstrates an understanding of the craft and art of taking dances. Prerequisites: PED 256 or by faculty ermission. Counts as an elective in the humanities and ne arts. Credit. three hours.

#### AN 357 CREATIVE MOVEMENT FOR CHILDREN

Examines the objectives and methods of creative tovement exploration as it relates to and enhances the stal curriculum. Work will emphasize individual expression. Prerequisite: DAN 255. Counts as an ective in the humanities and fine arts. Credit, two

#### **IAN 359 DANCE HISTORY**

A survey of the development of dance in the 20th entury and the ideas of the 19th century that were rucial to these developments. Counts as elective in the umanities and fine arts. Credit, three hours.

#### **IAN 455 DANCE PRODUCTION**

A survey of theatre crafts and techniques involved in ance production, including lighting, sound, set and ostume design and construction, publicity and romotion, management and administration, stage tanagement, and videotaping. Prerequisite: THE 245. Fredit, three hours.

#### **JAN 456 DANCE PRACTICUM**

A course designed to give the student practical xperience in such areas as choreography, teaching, roduction, etc. All course specifications must be pproved by the instructor prior to registration. Credit, ne-three hours.

#### AN 457 TEACHING METHODS OF DANCE

Methods and techniques of teaching the artistic forms f dance, with emphasis on the creative and physical rinciples of movement. Prerequisite: DAN 357. Credit, tree hours.

#### ctivity: Classes

In meeting her general education requirements, a udent may choose from any of the activities offered; owever, non-swimmers are strongly encouraged to ke beginning swimming during one of the four mesters. After a student has met her requirements, he may elect additional physical education activity ourses which may be taken for a grade or pass/fail. owever, no more than eight credits may be counted in the 124 hours required for graduation. Exceptions to the aximum of eight credits for students majoring in ance or minoring in physical education or dance must

be approved by the department head and by the academic dean or registrar.

Students may repeat courses at the same level only with special permission granted by the departmental head and upon recommendation from her previous instructor.

Unless specified, activity courses carry one credit hour per semester. A student may not audit an activity course without special permission from the department head. Pass-fail grading only. (See page 83 for exception.)

Equitation, ice skating, skiing, and racquetball are taught by professionals at off-campus facilities.

### Physical Education Aquatics

- PED 110 Swimming I for non-swimmers.
- PED 113 Synchronized Swimming I fundamentals including stunts, stroke variations, and choreography; must be a strong swimmer and know basic strokes.
- PED 210 Swimming II must be able to swim in deep water.
- PED 310 Swimming III advanced strokes, synchronized and diving.
- PED 311 Advanced Life Saving for strong swimmers to qualify for Red Cross Advanced Life Saving Certificate.
- PED 312 Water Safety Instructor —
  Prerequisite: current Red Cross
  Advanced Life Saving Certificate.
- PED 313 Synchronized Swimming II Aqua Angels (performing group); advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

#### Conditioning and Physical Fitness

- PED 120 Conditioning includes jogging and activities for muscle tone, weight, and figure control.
- PED 122 Aerobics exercise to music.
- PED 123 Aerobics Activities A combination of aerobic exercise, cycling, jogging, and swimming.
- PED 124 Weight Training Omnikinetic (Hydra-fitness) and isotonic weight lifting (universal and free weights) for muscle strength and endurance.

PED 125 Aquatic Fitness — Exercise and swimming to music.

PED 126 Muscle Tone and Stretch — An extensive isokinetic workout for increasing strength, flexibility and muscle tone for all major muscle groups.

#### Individual Sports

PED 130 Equitation I\*(Beginner)

PED 140 Archery

PED 141 Badminton I (Beginner)

PED 142 Bowling I\* — (taught at Western Lanes).

PED 143 Golf I\*

PED 146 Tennis (Beginner)

PED 147 Snow Skiiing\* – taught between semesters (French Swiss Ski College, Boone, North Carolina.)

PED 148 Racquet Ball I\* — (taught at Carolina Courts)

PED 150 Ice Skating\* — (taught at Ice House, Cary)

PED 230 Equitation II\* (Intermediate)

PED 241 Badminton II — Prerequisite: PED 141 or equivalent

PED 242 Bowling II\* - Prerequisite: PED 142 or equivalent

PED 243 Golf II\* — Prerequisite: PED 143 or equivalent.

PED 246 Tennis II — Prerequisite: PED 146 or equivalent.

PED 248 Racquet Ball II\* — (taught at Carolina Courts) — Prerequisite: PED 148 or equivalent.

PED 330 Equitation III\* (Advanced)

PED 346 Tennis III — Prerequisite: PED 246 or equivalent

#### Team Sports

PED 161 Basketball

PED 163 Softball

PED 164 Volleyball

#### Intercollegiate Sports

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

PED 470 Golf

PED 471 Basketball

PED 475 Volleyball

PED 476 Tennis

PED 477 Fast Pitch Softball

#### Dance

DAN 151 Ballet I

DAN 152 Folk and Square

DAN 153 Modern I

DAN 154 Jazz I

DAN 156 Movement Improvisation - Credit, two hours

DAN 251 Ballet II — Prerequisite DAN 151 or equivalent

DAN 253 Modern II - Prerequisite: DAN 153 or equivalent

DAN 254 Jazz II — Prerequisite: DAN 154 or equivalent

DAN 258 Mind and Body Therapy

DAN 351 Ballet III — Prerequisite: DAN 251 or equivalent

DAN 353 Modern III — Prerequisite: DAN 253 or equivalent

DAN 354 Jazz III - Prerequisite: DAN 254 or eqivalent

DAN 453 Meredith Dance Theatre - A performance company. Membership by audition or invitation.

<sup>\*</sup>Special Fee.

#### STORY AND POLITICS

rofessor F. Grubbs, Head; Professors Burris, C. 1668, and Parramore; Associate Professors Frazier rector of Programs in Politics) and Gates; Instructor 1689, e-Weber; Adjunct Novak.

'he department offers a major in history, American lization, international studies, and political studies.

he Department of History and Politics seeks to ill in its students a broad and analytical outlook ntial for a truly educated and productive citizen. An lerstanding of the modern world and politics is a key nent in departmental planning. Emphasis is placed the content and the methodology of both history politics. Students are exposed to historical research, luation of sources, and synthetic thinking. It is ed that thereby, students will cultivate an informed tude about today's problems and acquire the ability to objective and discerning about the ideas and itutions of others.

#### ecial Career Directions

listory and political studies majors may go into hing, paralegal professions, law, state and federal vice, business, public and social service jobs, nives and local history, foreign service, international dies, journalism and editing, plus numerous upations supported by a wide knowledge of history politics. The department has special career tracks internships in vocational areas.

#### dvanced Placement

he department offers advanced placement in erican History 214, 215; Western Civilization 101, ; Introduction to Non-Western Civilization 224; itics 100.

#### equirements for a Major in History

major in history consists of 30 hours, including e hours in HIS 101 or 102, 214 or 215, 200 or 224. 499 and HIS 334 are required of all majors. Major fessor, Mr. Grubbs.

#### quirements for a Major in nerican Civilization

major in American civilization consists of 36 irs, with a minimum of 18 hours in American ory, including 334 and a seminar in history, and a simum of 15 hours of courses related to the verican experience selected in consultation with the or adviser from disciplines other than history. dents planning to teach should also elect six hours sen from European or Asian fields. Major professor, Grubbs.

#### Requirements for a Major in International Studies

A major in international studies consists of 36 hours, with a minimum of 15 hours in history, in addition to 334, 499, and 15 hours in related fields of business, economics, geography, and fine arts.

Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language.

# Requirements for a Major in Political Studies

A major in political studies consists of 36 credit hours with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses in fields such as history, sociology, economics, religion, philosophy and psychology. All politics majors are required to take POL 100, 200 and 334. All politics majors are encouraged to take an internship. The choice of courses in related fields must be approved by the director of the political studies program, but HIS 214, 215 or 319 are strongly recommended. Major professor, Mr. Frazier.

# Requirements for a Concentration in Criminal Justice Studies

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

#### Curriculum History

### HIS 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, and Judaeo-Christian traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750. Credit, three hours.

#### HIS 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, romanticism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world. Credit, three hours.

History and Politics

### HIS 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of the conquest, colonization, and independence; ending with the study of contemporary characteristics of the modern Latin American states. *Credit, three hours*.

#### HIS 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction. *Credit, three hours.* 

#### HIS 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state. *Credit, three hours*.

### HIS 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa. Credit, three hours.

#### HIS 231 AN INTRODUCTION TO MUSEUMS

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.* 

### HIS 232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.* 

### HIS 233 RESEARCH IN LOCAL AND FAMILY RECORDS

Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. Prerequisite: Three semester hours of history or by permission. Credit, one hour.

#### HIS 302 ENGLISH HISTORY SINCE 1066 A.D.

A general survey of the history of English from the Norman Conquest to the present. Emphasis on the development of English political institutions, literature, cultural, social, economic, political, and constitutional issues. Credit, three hours.

#### HIS 304 GREEK AND ROMAN HISTORY

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations. *Credit, three hours.* 

### HIS 306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. Credit, three hours.

#### HIS 308 CONTEMPORARY EUROPE SINCE 1945

A comprehensive study of the European nations since the end of World War II. The course will explore the political, social, economic, and cultural characteristics of the nations. *Credit, three hours*.

#### HIS 310 MODERN CHINA

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts. *Credit, three hours*.

#### HIS 313 VICTORIAN AMERICA

A study of the Cowboy West, Art, literature, politics, religion, Indians, the new science and technology, and democracy. Course will concentrate or years after 1835. Victorian ideals, culture, and outlook will be stressed. Credit. three hours.

#### HIS 314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial makeup, and Revolutionary period. Credit, three hour.

#### HIS 319 CONTEMPORARY AMERICAN HISTORY SINCE 1945

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy. Credit, three hours.

#### HIS 325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages. Credit three hours.

#### HIS 330 THE UNITED STATES AND THE WORLD

A study of global issues involving the United States vis-a-vis Europe, Soviet Union, Latin America, Africa, Near East and Asia on the contemporary level. Credit, three hours (political science or history credit).

#### HIS 333 HISTORY OF THE SOUTH

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, politica cultural, and economic developments. *Credit*, three hours.

#### IS 334 METHODS OF HISTORICAL RESEARCH

Individually directed research in the use of sources id in historical writing producing three term papers in story courses above the 100 level (only one paper is similarly in a 200 level course) Credit, three hours.

#### **IS 499 SENIOR SEMINAR**

A study of historiography and a major theme in storical development. Recommended that students we had research experiences before registering. sually, majors only. Credit, three hours.

#### IS 520 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period the present. Emphasis on the external forces which aped the state and contributions to national history. redit, three hours.

#### IS 764 THE TEACHING OF SOCIAL STUDIES

A study of the methods required for teaching grades 9, and grades 9-12, social studies. May not count ward a major. Offered spring semester. Credit, three



#### **Politics**

#### POL 100 AMERICAN POLITICAL SYSTEM

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on current political controversies. *Credit, three hours.* 

#### POL 200 PARTIES AND PRESSURE GROUPS

An introduction to the extra constitutional aspects of the American political system. Topics covered include parties, pressure groups, press, public opinion polls, voting behavior and political culture. Generally includes an intensive focus on current elections. Credit, three hours.

#### POL 204 MODERN POLITICAL SYSTEM

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the USSR, and at least one developing nation. Credit, three hours.

### POL 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking. Credit, three hours.

### POL 303 CONTEMPORARY AMERICAN POLITICS AND POLICY

A survey of current government policy in major issue areas and in depth study of current political controversies. Students are introduced to major sources of information about current affairs. *Credit, three hours*.

### POL 305 INTRODUCTION TO PUBLIC ADMINISTRATION

An introduction to the role of the executive branch in the American political system, to the history and theory of public sector management, and to the skills needed by public sector managers. *Credit, three hours*.

### POL 330 THE UNITED STATES AND THE WORLD Cross listed with HIS 330. Credit, three hours.

#### POL 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the director of the political studies program. Credit, three or four hours.

History and Politics

#### CAPITAL CITY SEMESTER

The Capital City Semester is an intensive program in North Carolina government and politics. The core of the program is the six hour North Carolina Politics Seminar (POL 340). It may either be taken alone or combined with a research project (POL 334) and/or an internship. Offered spring semester of uneven years. Credit, six to twelve hours.

### POL 340 NORTH CAROLINA POLITICS SEMINAR (CAPITAL CITY SEMESTER)

An intensive survey of North Carolina government and politics keyed to issues before current sessions of the General Assembly. Participants generally meet downtown for seminar sessions with speakers who are involved in state government. The government of North Carolina is placed in a national context through a survey of government patterns in other states. Special research projects, field trips and individual observation projects are also part of this program. Credit, six hours.

### POL 350 SELECTED TOPICS IN POLITICAL STUDIES

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. May be taken on multiple occasions. *Credit*, one to four hours.

#### POL 374 INTRODUCTION TO RESEARCH

See SOC 374 for description. Credit, three hours.

### POL 375 INTRODUCTION TO RESEARCH LABORATORY

See SOC 375 for description. Credit, one hour.

#### COMMUNITY INTERNSHIP

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past students have interned in state agencies, at the Supreme Court, with political campaigns, and the General Assembly, and with interest groups. All internships require the permission of the director of the Political Studies program. Credit, one to four hours.

#### Legal Assistant Courses

#### **LEG 400 LEGAL SURVEY**

An overview of legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Credit, three hours.

#### LEG 401 LEGAL RESEARCH

Legal bibliography and research methods. Included: court reports, statutes, and digests; legal encyclopedias treatises and periodicals; legal citation form; Shepard's citators; introduction to legal writing. (Juniors and seniors only.) Prerequisite: Legal Survey 400. Credit, three hours.

Courses are available through the Cooperating Raleigh Colleges in African and Middle Eastern history and in select topics in politics.

Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed on page 83.

#### **OME ECONOMICS**

Professor Stuber, Head; Associate Professors Goode d Hicks; Assistant Professor Whitman; Instructors tylor and Tippett; Adjuncts Abbate, Andron, ainard, Cook, Holliday, and Prilliman.

The purpose of the Home Economics Department is help students develop a life direction through eparation for Home Economics professions, and to courage and promote interest in graduate school.

The department offers majors leading to Bachelor of ience degrees in the following professions: child velopment, clothing and fashion merchandising, ods and nutrition, interior design, and general home phomics.

Majors may earn certification to teach in the public hools at the K-4, 4-6, 6-9 or secondary levels. They ay also complete a second major of minor in another partment.

The nutrition concentration is fully approved by the nerican Dietetic Association and meets the quirements for Plan IV. Internships or field experience highly recommended.

Students earning majors in interior design, child velopment, clothing and fashion merchandising, and ods and nutrition may earn a second major in general me economics by completing 24 hours of course ork that does not overlap the first major.

# equirements for a B.S. degree in hild Development

The child development major focuses on the physical, cial, emotional, and intellectual development of eschool children. It prepares students for careers in rsery schools, day care centers, private adergartens, the public schools when combined with rtification requirements, and the social services when mbined with the social work major. Required courses e HEC 227, 335, 499, 234, 334, 336, 436, 438, and 5 and/or 455; PSY 100, 204, 205; EDU 234; PED 200; O 374; SWK 405.

# equirements for a B.S. degree in lothing and Fashion Merchandising

The clothing and fashion merchandising major epares students for professional careers in fashion tailing, including management and buying, apparel sign, and consumer services. Required courses are EC 355, 499, 115, 213, 214, 314, 315, 411, 412, 418; HE 111, 141; BUS 346, 366, 467; ECO 211; six ditional hours of ART and/or BUS and ECO.

# Requirements for a B.S. degree in Foods and Nutrition

The foods and nutrition major is designed for students with interests in widely varying options.

The (A) Food Service Management Concentration is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses are HEC 499, 124, 222, 223, 224, 227, 326, 327, 328, 425, 427, 764, and 355 and/or 455; ECO 374; BUS 230, 346, 366, 446, 467; BIO 101, 141; three to four additional hours of BIO, CHE, or PHY.

The (B) Nutrition Concentration is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan IV program: HEC 499, 124, 227, 326, 327, 328, 425, 426, 427, 428, 429, 764; CHE 111, 141, 112, 142, 221, 241; MAT 111; BIO 101, 141, 102, 142; 322, 342 or 323, 343; 334, 344, 436; BUS 230, 346; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200.

# Requirements for a B.S. degree in Interior Design

The interior design major provides opportunities for students interested in residential, commercial, institutional, and visual design. Careers in this area include designing interior spaces for homes, offices, hotels and restaurants, retail establishments, and educational institutions. Persons with interior design majors are required to prepare a portfolio. Required courses are HEC 499, 245, 246, 346, 347, 348, 349, 418, 446, 447, 448, 449; ART 101, 103, 240; six additional hours in ART and/or BUS and ECO

# Requirements for a B.S. degree in Home Economics

The general home economics major is designed for students who are entering careers that call for a broad knowledge of all home economics areas, such as the Extension Service, secondary and adult education.

When combined with requirements for secondary certification, the student is qualified to teach consumer home economics and occupational home economics at the secondary school level in North Carolina. Students who choose teacher certification should see the department for specific requirements. When combined with a major or minor in business, students are

Home Economics

prepared for careers in consumer services, utility companies, product and equipment promotion, and government agencies. Required courses are HEC 227, 335, 499, 355; ECO 374; one course in clothing and fashion merchandising; one course in interior design; a total of 36 hours in home economics.

#### Curriculum

#### Child Development

#### HEC 234 THE PRESCHOOL CHILD

A study of the behavior and development of preschool children. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh PreSchool. Two lectures and three hours of laboratory per week. *Credit, three hours.* 

#### HEC 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living. Credit, three hours.

#### **HEC 336 PRESCHOOL ACTIVITIES**

A study of the principles and components of a creative preschool program which fosters the total development of the child. Prerequisite: HEC 234. Two lectures and three laboratory hours per week. Credit, three hours.

#### **HEC 334 INFANCY**

A study of the development and care of the infant and toddler. Two lectures and three hours of laboratory per week. *Credit, one hour.* 

#### HEC 436 PRESCHOOL ADMINISTRATION

A study of the administration of day care centers including staffing, financial management, licensing, equipment, working with boards and parents, health, safety and nutritional concerns. Prerequisite: HEC 234. Two lectures and three hours of laboratory per week. Credit, three hours.

#### **HEC 438 PARENT EDUCATION**

An overview of parent education with special emphasis on parent-child relationships, as well as problems and procedures of teachers working with children and/or families. Prerequisites: HEC 234, 334, 436. Credit, three hours.

#### Clothing and Fashion Merchandising HEC 115 PRINCIPLES OF CLOTHING CONSTRUCTION

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week. Credit, three hours.

#### HEC 213 BEHAVIORAL ASPECTS OF CLOTHING

A study of economic, psychological, and sociological aspects of clothing. Offered fall semester. *Credit, three hours*.

#### HEC 214 APPAREL MERCHANDISING

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle. Offered fall semester. Credit, three hours.

#### HEC 314 RETAIL MERCHANDISING

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions. Offered spring semester. Credit, four hours.

#### **HEC 315 HISTORY OF COSTUME**

A study of the history of European and American costume in relation to religious, political, technological and artistic movements from the Egyptian period (2700 B.C.) to the 20th century. Offered spring semester. Credit, three hours.

#### **HEC 316 TAILORING**

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: HEC 115. One lecture and five hours of laboratory per week. Offered alternate fall semesters. Credit, three hours.

#### **HEC 411 FASHION ILLUSTRATION**

A study of basic body proportions and garment silhouettes in creating fashion illustrations for advertising. Use of a vareity of media to achieve appropriate effects for illustrations. *Credit, one hour.* 

#### **HEC 412 FASHION DISPLAY**

A study of retail fashion display with emphasis on types and applications of displays. The use of design principles in creating effective displays. *Credit, one* hour.

#### HEC 417 APPAREL DESIGN

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: HEC 115. Offered alternate spring semesters. Credit, three hours.

Home Economics

#### **HEC 418 TEXTILES**

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles. Credit, three hours.

#### Foods and Nutrition

#### HEC 124 PRINCIPLES OF FOOD

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week. Credit, three hours.

#### HEC 222 PRINCIPLES OF FOOD CONSERVATION

Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Offered as needed. Prerequisite: HEC 124. Credit, one hour.

#### HEC 223 PRINCIPLES OF CATERING

Food preparation and techniques, cost analysis, and business contracts for special social occasions. Offered as needed. *Credit, one hour.* 

#### **HEC 224 CULTURAL FOODS**

A study of food and food customs of selected cultures. Offered as needed, Credit, one hour.

#### **HEC 227 NUTRITION**

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups. Credit, three hours.

#### **HEC 326 MEAL MANAGEMENT**

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: HEC 124. Two lectures and four hours of laboratory per week. Credit, two hours.

#### **HEC 327 INSTITUTIONAL FOODS**

Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Offered fall semester. Prerequisite, HEC 124. Co-requisite, HEC 328. Credit, three hours.

#### HEC 328 FOOD SERVICE EQUIPMENT

Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Offered fall semester. Prerequisite, HEC 124. Co-requisite, HEC 327. Credit, one hour.

#### HEC 425 FOOD SERVICE SYSTEMS ADMINISTRATION

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Offered spring semester. Prerequisites: HEC 124, 327, 328. Credit, three hours.

#### HEC 426 NUTRITIONAL ASSESSMENT

An orientation to the responsibilities of the clinical dietitian as a member of the health care team. Includes application of nutritional assessment methods, interpretation and rationale of analytical procedures, termonology, and charting related to nutrition. Introduction to the understanding, selection, and use of microcomputer software in clinical dietetics. Prerequisite: HEC 227. Offered spring semester. Credit, three hours.

#### HEC 427 EXPERIMENTAL FOOD SCIENCE

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Offered fall semester. Prerequisites: 124, 227,326, BIO 436. Credit, three hours.

#### HEC 428 ADVANCED NUTRITION

A study of food nutrients, through digestion, absorption, and cellular metabolism. Offered fall semester. Prerequisites: CHE 111, 112; BIO 101, 102 and HEC 227. Credit, three hours.

#### **HEC 429 CLINICAL DIETETICS**

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional assessment. Offered spring semester. Prerequisite: HEC 227, 428; CHE 111, 112; BIO 101, 102, 436. Credit, three hours.

#### Interior Design HEC 245 HOUSING

Study of psychological, physiological, and social aspects of environment within and outside the dwelling. Study of needs of aged and handicapped. Study of floor plans, residential construction, legal and financial aspects, and site selection and landscaping. Government policies influencing housing: zoning codes. Credit, three hours.

Home Economics

#### **HEC 246 INTERIOR DESIGN MATERIALS**

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, refinishing wood furniture, and calculating yardage needed for floor and wall coverings, window treatments, and upholstered furniture. Credit, three hours.

#### HEC 346 INTERIOR DESIGN I

An exploration of the basic principles and skills of interior design. Includes the application of point, line, plane, volume, light, and color dynamics to human environments. Emphasis on design solutions relevant to human needs. Prerequisite: ART 101. Also offered as ART 346. Credit, three hours.

#### HEC 347 INTERIOR DESIGN II

Studio problems in interior design for residential projects. Survey of residential construction technology. Continued skill development in architectural drafting, perspective, and presentation techniques. Prerequisite: HEC 346. Also offered as ART 347. Credit, three hours.

#### HEC 348 INTERIOR LIGHTING DESIGN

Exploration of light as a design element in interior design; uses and control of light, lighting fixtures, and lighting installation. Emphasis on lighting for general illumination, tasks, and aesthetic effects. Prerequisites: HEC 346 and 347. Credit, one hour.

### HEC 349 PROFESSIONAL PRACTICES IN INTERIOR DESIGN

Investigation of business procedures and practices in professional practice of interior design. Prerequisite: HEC 346. Credit. one hour.

#### HEC 446 COMPUTER AIDED DESIGN

Exploration of computer aided drafting and design, including floor plans and elevations completed with the computer. Prerequisites: HEC 346, 347, 447. Cross-list as ART 446. Credit, one hour.

#### HEC 447 COMMERCIAL DESIGN

The execution of creative solutions for commercial and institutional interior design problems. Introduction to interior design profession. Development of portfolio. Prerequisite: HEC 346, 347. Also offered as ART 447. Credit. three hours.

### HEC 448 HISTORY OF ARCHITECTURAL INTERIORS AND FURNISHINGS

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art and furniture styles to interiors. Survey of contemporary designers. Prerequisite: HEC 346. Also offered as ART 448. Credit. two hours.

#### HEC 449 SPECIAL PROBLEMS IN INTERIOR DESIGN

Developing solutions for specialized interior design problems. Application to either contract or residential design. May be repeated. Prerequisite: HEC 346, 347. Also offered as ART 449. Credit, one hour.

### General Home Economics Courses HEC 355 HUMAN RESOURCE MANAGEMENT

The use of human and material resources to promote individual and family development. Emphasis on management of resources including time, energy, and materials. Credit, three hours.

#### HEC 356 HOUSEHOLD EOUIPMENT

The selection, care, and use of common types of household equipment. Offered fall semester. *Credit, one hour.* 

#### HEC 455 RESOURCE MANAGEMENT PRACTICUM

Residence in the Ellen Brewer House. Suggested prerequisites: HEC 326 and 355. Credit, three hours.

#### Seminar

#### HEC 499 PROFESSIONAL SYMPOSIUM

History, philosophy, and current trends in home economics. Offered fall semester. Pass-fail grading only Credit, one hour.

#### Education

#### HEC 764 METHODS OF TEACHING HOME ECONOMICS

Practical experience in lesson planning using a variety of techniques including demonstrations, games, visual aids, feltboards, bulletin boards, and displays. Recommended for all majors. Required for secondary education and food service management majors. May not be counted toward a major. Offered spring semester. Credit, three hours.

#### HEC 765 HOME ECONOMICS EDUCATION

A survey of the curriculum for secondary home economics education (Consumer and Homemaking and Occupational Home Economics). Includes a study of program organization, needs assessment, advisory committees, curriculum development, vocational student organizations, and legislation. Includes field experience. Offered fall semester. Credit, two hours.

#### **HEC 930 INTERNSHIP**

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student. *Credit, one to three hours.* 

Students who wish advanced study in home economics should consult with the department head an arrange for it through the special studies options listed on page 83.

# MATHEMATICS AND COMPUTER SCIENCE

Professor V. Knight, *Head*; Professors Davis and Preston; Associate Professors Bouknight and Kraines; Assistant Professors Bergschneider and Taylor; Instructor Balla; Adjuncts Corder and Guglielmi.

#### Goals and Objectives

The objectives of the programs and courses offered by the Mathematic and Computer Science Department are to foster in the student

- facility and skill in mathematical reasoning, creative thinking, and problem solving
  - preparation for
    - careers related to mathematics and computing
    - · careers in business and the professions
    - · careers in secondary and elementary teaching
    - graduate school
    - general living, and a lifetime of continuing education
  - the ability to use the computer as a resource
- an appreciation for mathematics and its applications mathematics.

In addition, objectives of computer related programs and courses are for the student to obtain

- a general knowledge of computer hardware and software
- the ability to learn new programming languages and software packages
- an appreciation for the power and limitations of computing
- an understanding of the ethical and societal implications of the computer

To attain these goals the department offers programs for a B.S. in mathematics, a B.A. in mathematics, and a B.S. in mathematics/computer science.

Minors in mathematics, computer science, and mathematics and computer applications are also offered, along with a variety of support courses for other disciplines.

In addition, the department offers the mathematics and methods courses needed for any "grade" level of teacher certification in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies. Each year the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses.

Extracurricular activities include a freshmansophomore mathematics competition, participation in the William Lowell Putnam Mathematical Competition, and the competition in Mathematical Modeling. The Canaday Mathematics Club sponsors guest speakers, programs on co-ops and careers, and various other activities. Pi Mu Epsilon is a national honor society in mathematics.

# Requirements for Majors CORE CURRICULUM

Courses	Credit Hours
MAT 211 Calculus I	4
(Prerequisite: MAT 110 or placement)	
MAT 212 Calculus II	3
MAT 220 Linear Algebra	
MAT 250 Mathematical Reasoning	2
MAT 313 Calculus III	3
Total hours required: 15	

#### BACHELOR OF ARTS — Mathematics

111Millionimics	
	Credit Hours
1. Core Curriculum	
2. At least one course chosen from	3
MAT 321 Modern Abstract Algebra	
MAT 410 Advanced Calculus	
MAT 415 Topics in Analysis	
MAT 425 Topics in Algebra	
MAT 434 Topics in Geometry and Tope	ology
3. At least 27 hours in mathematics course	s
numbered 200 or above.	
(This includes courses from 1 and 2 a	bove.)
Total hours required: 27	
Prerequisite hours: 3	

### BACHELOR OF SCIENCE — Mathematics

Credit Hours
1. Core curriculum
2. MAT 410 Advanced Calculus 3
3. At least two courses chosen from 6
MAT 321 Modern Abstract Algebra
MAT 415 Topics in Analysis
MAT 425 Topics in Algebra
MAT 434 Topics in Geometry and Topology
4. Mathematics courses
numbered 200 or above
(This includes courses from 1-3 above.)
5. CSC 201 Computer Science I with Pascal 3
6. One of the following sequences 8
CHE 111-112 General Chemistry I and II
or PHY 211-212 General Physics 1 and II
7. At least 12 semester hours in one of the following
related areas: biology, business and economics,

chemisry and physics, or computer science.

Total hours required: 56 Prerequisite hours: 3

## BACHELOR OF SCIENCE — Mathematics/Computer Science

#### Credit Hours

C	rean mo
Core Curriculum	
2. MAT 360 Numerical Analysis	3
3. At least one course chosen from	3
MAT 321 Modern Abstract Algebra	
MAT 410 Advanced Calculus	
MAT 415 Topics in Analysis	
MAT 425 Topics in Algebra	
MAT 434 Topics in Geometry and Topolo	ου
4. Mathematics courses	6)
numbered 200 or above	27
(This includes courses from 1-3 above.)	
5. Computer science courses	1
numbered 200 or above including	5
CSC 201 Computer Science	4
with Pascal (3)	
CSC 212 Computer Science II:	
Advanced Programming in Pascal (3)	
CSC 222 Computer Organization (3)	2
CSC 301 Data Structures	)
and Algorithms (3)	
CSC 321 Topics in Computer Science (3)	
6. At least 48 hours in mathematics	
and computer science courses numbered	

200 or above.
(This includes courses from 1-5 above.)
Total hours required: 48

Prerequisite hours: 3

### Credit Testing in Mathematics

Each year during freshman orientation the department gives tests in algebra, trigonometry, and introductory calculus. Students with scores indicating a high achievement level will be given credit for corresponding courses. Those with scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a noncredit basic skills course before taking a college level mathematics course.

Also, any student enrolled in an advanced placement calculus in her senior year in high school may request placement in MAT 212 with credit for MAT 211 upon presentation of satisfactory scores on the Advanced Placement Examination.

#### Curriculum

#### MAT 110 ELEMENTARY FUNCTIONS

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, and some functions of two variables. After completing this course, a student woulk have an appropriate background for MAT 211 Calculus I. Credit, three hours.

#### MAT 120 FINITE MATHEMATICS

A study of numbers, sets, probability, applied linear algebra, including matrices, and linear programing; with applications of these topics in a variety of disciplines. *Credit*, three hours.

### MAT 150 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Topics covered include set theory, the metric system, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, elementary algebra, and the development of the real number system. *Credit, three hours*.

#### MAT 211 CALCULUS I

A study of functions, limits, continuity, the derivative, the integral. Applications of differentiation and integration include maxima, minima, related rates, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use a computer package. Prerequisite: MAT 110 or placement. Credit, four hours.

#### MAT 212 CALCULUS II

A continuation of the calculus of functions of one variable. Topics include transcendental functions, integration techniques, conic sections, polar coordinates, parametric equations, and infinite series. Students will use a computer package. Prerequisite: MAT 211. Credit, three hours.

#### MAT 220 LINEAR ALGEBRA

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use a computer package. Prerequisite: MAT 211. Offered fall semester. Credit, three hours.

#### **MAT 245 STATISTICS**

A general introduction to descriptive and inferential statistics for the non-math major. Includes elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical packages on the college's computers. Credit is not allowed for both MAT 245 and PSY 200. Although there are no formal prerequisites, it is recommended that students have a level of mathematical maturity equivalent to that gained in MAT 110. Credit, three hours.

#### IAT 250 MATHEMATICAL REASONING

A study of logic, sets, and the techniques of athematical proof. Students will be actively involved the construction and exposition of correct athematical proofs. (It is recommended that students ke MAT 211 before taking this course.) Credit, two yurs.

#### **IAT 313 CALCULUS III**

Vectors in two and three dimensions and multivariate lculus. This includes three-dimensional analytic cometry, partial differentiation and multiple tegration, line integrals, and surface integrals. Endents will use a computer package. Prerequisite: IAT 212. Offered spring semester. Credit, three hours.

#### IAT 321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems. Topics covered ill include relations, maps, groups, rings, and fields. roup theory will be emphasized, and will include omorphism, homomorphism, and quotient groups. rerequisite: MAT 250. Offered fall semester. Credit, tree hours.

#### IAT 334 MODERN COLLEGE GEOMETRY

A course emphasizing Euclidean geometry and troducing hyperbolic, elliptic, and transformational cometries. Students will use methods of discovery, instruction, and proof to study geometric systems. rerequisite: Four courses in MAT, 200 level or above, cluding MAT 250. Offered fall semester, evenimbered years. Credit, three hours.

#### AT 340 PROBABILITY

A study of probability as a mathematical system. cludes discrete and continuous random variables and eir distributions, limit theories, multivariate obability distributions, and topics in statistical ference. Prerequisite: MAT 212. Offered fall semester, Id-numbered years. Credit, three hours.

#### **IAT 341 MATHEMATICAL STATISTICS**

A study of statistical theory and inference from mple data. Includes functions of random variables, mpling distributions of statistics, point and interval timation, decision theory, hypothesis testing of a riety of population parameters, correlation, and gression. Prerequisite: MAT 340. Offered spring mester, even-numbered years. Credit, three hours.

#### **IAT 354 DIFFERENTIAL EQUATIONS**

A study of first order equations, linear equations of gher order, Laplace transforms, series solutions, and plications. Students will use a computer package. erequisite: MAT 313. Offered spring semester, odd-imbered years. Credit, three hours.

#### MAT 360 NUMERICAL ANALYSIS

Computational procedures using computers. Topics include numerical methods for solving nonlinear equations, systems of linear equations, and ordinary differential equations, polynomial and least squares approximation, interpolation, numerical differentiation, and numerical quadrature. Students will use a computer package. Offered fall semester, even-numbered years. Credit. three hours.

#### MAT 362 TOPICS IN DISCRETE MATHEMATICS

Topics chosen from the areas of combinatorics, graph theory, and other discrete mathematics of particular application in computer science. Offered spring semester, odd-numbered years. Credit, three hours.

#### MAT 410 ADVANCED CALCULUS

A rigorous treatment of the foundations of calculus. A study of the alegebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration; series of functions, uniform convergence. Prerequisites: MAT 250 and MAT 313. Offered spring semester. Credit, three hours.

#### **MAT 415 TOPICS IN ANALYSIS**

Topics chosen from among the areas of multivariate calculus, advanced calculus, real analysis, or complex variables. Prerequisite: MAT 250. Offered fall semester. Credit, three hours.

#### MAT 425 TOPICS IN ALGEBRA

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. (It is recommended that students take MAT 250 before taking this course.) Offered spring semester, odd-numbered years. *Credit, three hours*.

### MAT 434 TOPICS IN GEOMETRY AND TOPOLOGY

Topics chosen from the areas of geometry or topology. Prerequisite: MAT 250. Offered spring semester, even-numbered years. Credit, three hours.

### MAT 764 METHODS OF TEACHING SECONDARY MATHEMATICS

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. May not be counted toward a major. Offered fall semester, odd-numbered years. Credit, three hours.

#### Computer Science

Courses with CSC prefix do not apply toward the mathematics general education requirements. However, these courses are complementary to many programs.

#### CSC 111 COMPUTERS AND THEIR USES

This course is an introduction to computers, including their components, operation, and control. Among topics to be surveyed are computers and society; input/output and mass storage devices; processors and memories; and hardware, software, and systems development. This course provides experience in learning and using software such as integrated packages containing word processors, spreadsheets, and databases. An introduction to programming using BASIC is included. Students will have hands-on use of the college's microcomputers. Credit, three hours.

#### CSC 201 COMPUTER SCIENCE I WITH PASCAL

Understanding algorithms, programs, and characteristics of computers. Designing, coding, debugging, and documenting Pascal programs using techniques of good programming style. Prerequisite: MAT 211. Offered fall semester. Credit, three hours.

#### **CSC 211 COBOL PROGRAMMING**

Introduction to the business-oriented programming language COBOL. Designing structured programs, including table handling, array processing, and report generating. Prerequisite: Three hours of computer science. Offered fall semester, even-numbered years. Credit, three hours.

#### CSC 212 COMPUTER SCIENCE II: ADVANCED PROGRAMMING IN PASCAL

A continuation of the development of program design, including style, debugging, and testing larger programs. Advanced features of Pascal, such as records, pointers, and recursion, are studied. Prerequisite: CSC 201. Offered spring semester. Credit: Three hours.

#### CSC 301 DATA STRUCTURES AND ALGORITHMS

Topics include the sequential and linked allocation of lists, stacks, queues, and trees. Algorithms for implementation are discussed. Graph theory of finding paths and spanning trees is included. Prerequisite: CSC 212. Offered fall semester. *Credit, three hours*.

#### CSC 311 COMPUTER ORGANIZATION

Provides the fundamentals of logic design, the organization and structuring of the major hardware components of computers, and an introduction to concepts of assembly language programming. Prerequisite: CSC 201. Offered fall semester, oddnumbered years. Credit, three hours.

#### **CSC 321 TOPICS IN COMPUTER SCIENCE**

Topics of current interest in computer science not covered in other courses. Prerequisite: Varies with topic studied. *Credit: Three hours*.

#### **CSC 330 OPERATING SYSTEMS**

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems, including UNIX and UNIX-like systems will be studied with "hands-on" assignments of the college's computer systems. Perequisite: CSC 212. Offered spring semester, even-numbered years. Credit three hours.

Under the auspices of Cooperating Raleigh Colleges students in the mathematical and computer sciences catake courses at North Carolina State University. This option is most often used to add a course or two in a specialized area of interest to the student. However, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, mathematics and statistics have been taken by Meredistudents availing themselves of this option.

Students who wish advanced study and research in mathematics should consult with the department head and arrange for it through the special studies options listed on page 83.

# MUSIC, SPEECH, AND THEATRE

Professor David Lynch, Head; Professor Clyburn; associate Professors Page, Fogle, and Vaglio; Assistant rofessors Creagh, Garriss, Haeseler, and N. tephenson; Artist-in-Residence Powers; Adjuncts atchley, Bruce, Cameron, Charlton, Daugherty, Dopler, Downward, Dunson, Eagle, Farrington, Gettes, Goode, Hudson, Janke-Robinson, Lohr, M. Lynch, and Kee, Partridge, Radford, Reinoso, Riva-Palacio, lodgers, Southwick, E. Stephenson, Thomas, Whitlow, and Witt; Connie Smith and Michael Digesu, Light and Jound Technicians.

## ourpose

The study of music, speech, and theatre at Meredith as a twofold emphasis: (1) the importance of the erforming arts as basic components of a liberal arts ducation, available to all students; (2) professional raining of the highest calibre for students who plan to sursue careers in the performing arts.

The student who chooses a major or a concentration n the performing arts will be prepared to pursue a rariety of careers: as a teacher, a performer, an actor, a lirector, a technician, a business person, a church nusician or minister — all directly related to the performing arts; or she may choose a career in a lifferent field, in which the disciplines learned in the performing arts will give her a distinct advantage in nastering other skills.

# Areas of Concentration

The department offers the following major programs: Bachelor of Arts in music, speech/theatre, or theatre. Bachelor of Music in applied music (concentration in instrument, voice, or piano pedagogy) or in music education.

Minors in music, speech, theatre, or musical theatre are also available. See the department head for details.

A Certificate in Church Music may be earned in conjunction with any of the undergraduate majors in nusic. Minors are available in music, musical theatre, peech, and theatre. Additional concentrations may be leveloped upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The Master of Music, with a major in either Performance and Pedagogy or in Music Education, is also offered. Information is available in the music department or in the Graduate Office.

## Audition and Interview

Because of the highly personal nature of the performing arts, it is important that students who are

interested in majoring in music or theatre come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An audition is prerequisite for admission into a major program and for scholarship consideration, and sometimes, though not always, for admission to the college itself. In cases where distance prohibits a personal visit, a tape recording and/or video tape may be sent in lieu of a personal audition.

# Requirements for a Major BACHELOR OF ARTS

#### 1. Major in Music

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. Some students pursuing the B.A. in music also obtain the early childhood or intermediate education teaching certificates; some, a second major in another subject (such as religion, psychology, business, mathematics) to prepare for careers which provide the opportunity to use a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

Music courses	32
Theory 100, 101, 202, 203	
Ear-Training 150, 151, 252, 2534	
Keyboard 140, 141, 242, 2434	
Music Literature 215	
Music History 310, 311, 312, 313 8	
Seminar in Music Literature 494	
Applied Music and Electives	16
Minimum in applied music8	
Graduation Recital 4901	
Electives in Music	

### 2. Major in Speech/Theatre

The Bachelor of Arts in Theatre/Speech is designed to introduce the student to the theory and practice of oral communication in the social, business, or theatrical worlds. It may easily be combined with a second major in any other subject. It is interdisciplinary in nature, and it places an emphasis on the related disciplines of theatre and of oral communications.

The Bachelor of Arts in Theatre/Speech requires at least 36 hours as follows:

Required Courses
Speech 150 (Voice and Articulation)3
Speech 225 (Fundamentals of Speech)
Speech 326 (Oral Interpretation of Literature)3
Speech 350 (Oral Communications for Business
and the Professions)
or
Speech 494 (Selected Topics in Speech
Communication)3
Theatre 124 (Acting I)
Theatre 214 (Introduction to Theatre)
or
Theatre 315 (History of Theatre)3
Theatre 425 (Directing)
Theatre 240 (Practicum: at least three
different practica)
English 355 or 356 (Shakespeare)
or
English 358 (Advanced Writing)3
Senior Project 920 (area of specialization) 1-3
Guided electives in Speech or Theatre6-8

#### 3. Major in Theatre

Candidates for the Bachelor of Arts in Theatre must earn 33 hours of credit. After a prescribed core of 15 hours, the student will then elect 18 hours in theatre and other areas to concentrate in either performance or production.

-	
Core	5
Theatre 224 (Basic Acting) 3	
Theatre 114 (Introduction to Theatre) 3	
Theatre 245 (Stagecraft)	
Theatre 315 (History of Theatre)	
English 350 (Topics in Drama)	
English 355 or 356 (Shakespeare)	
Performance Concentration	3
Speech 150 (Voice and Articulation) 3	
Theatre 324 (Intermediate Acting) 3	
Theatre 240 (Practicum - at least three	
different practica)6	
Theatre 424 (Advanced Acting)	
Theatre 920 (Project, Area of Specialization) 3	
Production Concentration	3
Theatre 240 (Practicum – at least four	
different practica 6	
Select from the following to concentrate in	
scenic design, costume design, or theatre	
management.	

Art 102 (Basic Drawing II)
Art 103 (Basic Color and Design)
Art 104 (Basic Three-Dimensional Design) 3
Home Economics 115 (Clothing Construction)3
Home Economics 315 (History of Costume) 3
Business 110 (Fundamentals)
Business 346 (Principles of Management) 3
Theatre 920 (Project, Area of Specialization) 3

Students majoring in theatre are expected to participate in departmental productions.

#### 4. Concentration in Musical Theatre

Musical theatre receives a great deal of emphasis at Meredith. Each year, Meredith Performs offers at leas one major musical comedy and/or operatic production Faculty in music, speech, and theatre have great interesin, and commitment to, musical theatre.

The student may choose a concentration in musical theatre in one of the following ways:

- a. She may major in music and minor in theatre (Bachelor of Arts or Bachelor of Music).
- b. She may major in theatre/speech and minor in music (Bachelor of Arts).

#### **BACHELOR OF MUSIC**

The four-year Bachelor of Music degree with a major in applied music or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in applied music prepares the student for career in performance, private teaching, church music and (after graduate work) college teaching. The major in music education leads to a K-12 public school taching certificate in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in all of the programs, including the B.A. in music, may also prepare the student for specialized study leading to various types of work related to the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines used in music provide excellent preparation for other careers. Music graduat often are recruited in such diverse fields as computer programming, personnel management, counseling, and other fields not directly related to music.

# Major in Applied Music

LIBERAL ARTS AND SCIENCES
English composition
Major British Writers
Foreign language 6
(Students will be placed at the appropriate
level by the foreign languages department.
Voice majors will be required to

demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)	Secondary applied study(ies)       .4         Junior Recital 390       .1         Graduation Recital 490       .1         Keyboard proficiency       .12
Religion	Music electives
Authorized thee-inductions of the state of t	Ear-Training 150, 151, 252, 253       4         Music Literature 215       2         Music History 310, 311, 312, 313       8         Literature of Applied Music 314       2         Principal applied study (piano)       22         Secondary applied study(ies)       4         Pedagogy 220, 321, 322, 423, 424, 425       11         Lecture-recital or workshop 391       1         Graduation Recital 490       1
Select one course from the following categories: biology, chemistry,	Electives in music
mathematics, physical geography, physics Health and physical education	LIBERAL ARTS AND SCIENCES       42         English Composition       3         Major British Writers       3         Foreign Language       6
Electives in liberal arts and sciences4-11	(Students will be placed at the appropriate
USIC COURSES82	level by the department of foreign languages.) Religion
Concentration in Keyboard or Instrument Fheory 100, 101, 202, 203	(A six-hour introduction to the Old and New Testament or a three-hour introduction to Biblical literature and one advanced three-hour course)  Social and Behavior Sciences 9  A. History of Western Civilization 3  B. American Ethnic Relations (SOC 335) 3  C. Psychology of Exceptional Individuals (PSY 312) 3  Mathematics and Natural Sciences 7  Mathematics 3  Natural Science 4  (Select from one of the following categories: biology, chemistry, physics)  Health and Physical Education 4  (Choose four activities courses and a two-hour course in health or first aid)  Electives in liberal arts and sciences 4
Far-Training 150, 151, 252, 253	MUSIC AND PROFESSIONAL         EDUCATION       82         Theory 100, 101, 202, 203       12         Ear-Training 150, 151, 252, 253       4         Keyboard 140, 141, 242, 243       4         Music Literature 215       2         Music History 310, 311, 312, 313       8         Winds and Percussions 070       4         String Instruments 060       2         Guitar Lab 068       1
Voice 24	Gunal Lab 000

Instrumentation 304
EDUCATION, METHODS, AND
ELECTIVE COURSES
Materials and Methods Elementary 7202Materials and Methods Middle 7212Materials and Methods Secondary 7222Educational Psychology 2343Foundations of American Education 2323
Student Teaching 439 (Block) 6
Reading (EDU 344 or 471)
Introduction to Audio/Visual Materials (EDU 441).1
Certificate in Church Music  Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the four major undergraduate degree programs in music, including the following specific requirements:
Conducting 300, 301
Applied Music
Principal applied
Complete 300 level
Secondary applieds 4
At least two semesters at 100 level in
two of the following (other than
principal applied): organ, piano, voice
Graduation Recital 490
Ensembles must include the following experiences:
Choral ensembles 4 semesters
Handbells 2 semesters
Accompanying 2 semesters

#### MASTER OF MUSIC

Meredith offers two graduate degrees in music. The Master of Music in Performance and Pedagogy emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. The Master of Music in Music Education emphasizes philosophy, theory, and methods of music education, advanced courses in education, and psychology and music courses to produce music educators of the highest calibre. Requirements for these degrees are outlined in a separate publication which may be obtained from the music department or from the Graduate Office.

#### Preparatory Division

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-tosemester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

#### **Facilities**

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two Holtkamps, a Ryan tracker, and a Wicks), an electronic piano laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including several synthesizers; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to

Music, Speech, and Theatre

leotaping equipment in the performing arts complex. e theatre possesses excellent lighting, sound, and ge machine systems, making it one of the best-sipped theatrical facilities in the area.

3RARY: A fine collection of books, reference works, d periodicals on performing arts is located in the rlyle Campbell Library. In addition, the Music stary, located in the Harriet Mardre Wainwright usic Building, contains a number of scores, including reral complete editions, over 4,000 recordings, and reral courses of programmed instruction on tapes and mputer diskettes.

#### rformances

Each year Meredith brings to the campus itinguished performers and lecturers for public rformances and special instruction to students. In dition, a large number of artists, ensembles, chestras, and touring companies perform in Raleigh der sponsorship of local series. Among the series ailable to Meredith's students are the Friends of the illege, Stewart Theatre, the Chamber Music Guild, orth Carolina Symphony, Raleigh Little Theatre, and Indicated National Opera Company. Members of the eredith faculty are active as performers. Students emselves, of course, provide the greatest number of usical and theatrical programs.

The Fletcher School of Performing Arts at Meredith bllege brings internationally distinguished artists to a campus for residencies which include performances d master classes offered to students and community ofessionals. During 1988-1989, the Fletcher School ought tenor Nico Castel, diction coach for the etropolitan Opera, and pianist John Perry of the hiversity of Southern California for residencies of veral days each.

It is essential that students experience as large and ried a selection of performances as possible. All dergraduate music majors are expected to attend at 15 programs per semester, selected in consultation th their instructors, from the large number of rformances available on campus and in the Raleigh ea. In addition, music majors are required to attend Thursday student recitals. Regular attendance at blic performances is as much a part of the learning perience as lessons, literature, history, practice, and her classes.

## pecific Requirements for Iusic Majors

#### erformance Requirements

Performance is at the core of the music curriculum. very musician performs regularly —whether on stage, church, in the classroom, or in the studio— in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music in performance and pedagogy candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

#### Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

All students in the Bachelor of Music degree program must complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

#### Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Music, Speech, and Theatre

#### Curriculum

Courses in music may fulfill humanities-fine arts general education requirements.

#### Theory

#### MUS 100, 101 ELEMENTARY THEORY

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: MUS 100 before MUS 101. Three class hours weekly. Credit, three hours each semester.

#### MUS 140, 141, ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: MUS 140 before MUS 141. Credit, one hour each semester.

#### MUS 150, 151 ELEMENTARY EAR-TRAINING

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Use of TAPMASTER and PITCHMASTER systems in a lab setting to drill these skills. Credit, one hour each semester.

#### MUS 202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th centery techniques. Harmonic dictation. Prerequisites: MUS 101 before MUS 202, MUS 202 before MUS 203. Credit, three hours each semester.

#### MUS 242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with MUS 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: MUS 141 before MUS 242, MUS 242 before MUS 243. Credit, one hour each semester.

#### MUS 252, 253 INTERMEDIATE EAR-TRAINING

Continued development of sight-singing and eartraining skills begun in MUS 150, MUS 151.

Prerequisite: MUS 151 before MUS 252, MUS 252 before MUS 253. Two class hours weekly. Credit, one hour each semester.

#### MUS 304 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: MUS 202. Credit. one hour.

#### MUS 308 CHORAL ARRANGING

Sung melody and the manner in which it may be arranged, beginning with plainsong and progressing through the 20th century. Emphasis upon counterpoint voicings, form, function, and accompanying instruments in arranging music for two, three, and four or more voice parts. Assignments are selected by the student in consultation with the instructor to meet her individual needs. Prerequisite: MUS 202. Credit, two hours.

#### MUS 340 ADVANCED KEYBOARD TECHNIQUES

Intense development of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: MUA 144, MUS 243. Credit, one hour.



#### IS 495 SEMINAR IN THEORY

tesearch in advanced topics in music theory, ering each semester. Topics such as the following I be studied: counterpoint, form and analysis, iod styles of important composers. May be repeated credit. Prerequisite: MUS 203. Credit, two hours.

#### IS 506 COMPUTERS AND MUSIC

In introduction to Basic programming with emphasis in the development of algorithms based upon sical content. Flow-charting is studied as a technique ich helps to clarify the overall direction of a gram. Computer games as well as low and high plution graphics are included. Credit, two hours.

#### JS 105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, ividual instruments and combinations of truments. Instruction in private lessons or in groups. 2dit, one to four hours each semester.

#### story and Literature JS 214 MUSIC APPRECIATION

A course designed to impart an understanding of sic as an element of liberal culture and to develop power of listening intelligently. Masterworks in sic literature will be learned. No technical knowledge uired. Credit. three hours.

#### **JS 215 MUSIC LITERATURE**

itudy of the development of important musical styles I forms through history. Listening to musical imples is correlated with the study of musical scores. The property of the

# JS 310 MEDIEVAL AND RENAISSANCE MUSIC

A historical and stylistic study of music from ancient sece through the end of the Renaissance (1600), luding analysis, composition in specific styles, formance, and listening. Prerequisites: MUS 101, JS 215. Credit, two hours.

#### JS 311 BAROQUE MUSIC

A historical and stylistic study of music of the roque period (1600-1750), including analysis, nposition in specific styles, performance, and ening. Prerequisites: MUS 101, MUS 215. Credit, a hours

#### JS 312 CLASSIC AND ROMANTIC MUSIC

A historical and stylistic study of music of the innese Classic and Romantic periods (1720-1900), luding analysis, composition, performance, and ening. Prerequisites: MUS 101, MUS 215. Credit, a hours.

#### JS 313 TWENTIETH CENTURY MUSIC

A historical and stylistic study of music of the entieth century, including analysis, composition, formance, and listening. Prerequisites: MUS 101, JS 215. Credit, two hours.

#### MUS 314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area, as needed. Faculty and student performances of representative compositions will be incorporated. Credit, two hours.

#### MUS 494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit. *Credit*, *two hours*.

# Music Education, Pedagogy, Phonetics MUS 060 STRING INSTRUMENTS

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit. Credit, one to three hours each semester.

#### MUS 070 WIND AND PERCUSSION INSTRUMENTS

A beginning instrumental class which gives the student the opportunity to gain competency in playing at least two brass and woodwind instruments, and basic snare drum rudiments. For the winds, emphases are upon correct embouchure, fingerings, breathing, and tonguing. May be repeated for credit. Credit, one to three hours each semester.

#### MUS 220 PEDAGOGY I

Survey of beginner methods and elementary literature, technique, and theory. Two class hours weekly. Observation of lessons of beginning and elementary students. *Credit, two hours*.

#### MUS 321 PEDAGOGY II

Survey of intermediate literature and materials. Observation of lessons of intermediate students. Credit, two hours.

#### **MUS 322 PRACTICUM**

Teaching of a beginning student, and observation of intermediate students. Continues through two semesters (fall and spring). Credit, one hour each semester.

#### MUS 423 PEDAGOGY III

Survey of advanced literature and materials. Credit, two hours. Corequisite, MUS 424.

#### **MUS 424 PRACTICUM**

Teaching student(s) beyond the beginning level. Observation of advanced students. Continues through two semesters (fall and spring). Credit, one hour each semester.

Music, Speech, and Theatre

#### MUS 425 SEMINAR/INTERNSHIP

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks. Credit, two hours.

#### MUS 256, 257 PHONETICS FOR SINGERS

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, Ecclesiastical Latin, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature. Credit, one hour each semester.

# MUS 300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conduction patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: MUS 101; MUS 300 before MUS 301. Credit, two hours each semester.

#### MUS 503 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance. Credit, two hours.

# MUS 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching is included. Prerequisites: MUS 101, 151. Credit, two hours.

# MUS 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: MUS 101, 151. Credit, two hours.

# MUS 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS

A study of the scope and sequence in the music program in the secondary school with special emphas on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparation Public school observation and teaching is included. Prerequisites: MUS 101, 151. Credit, two hours.

#### MUS 744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musicand pedagogical skills necessary to provide optimum and learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audiovisual materials and equipment in the classroom. Prerequisite: IDS 100. Credit, two hours.

#### Church Music

#### MUS 395 HISTORY AND LITURGIES

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies). Credit, two hours.

#### **MUS 396 HYMNOLOGY**

A study of the hymns of the Christian church, their history and their function in worship. Credit, two hours.

# MUS 397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental prograr within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church. Credit, two hours.

#### MUS 934 INTERNSHIP IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director a choir and/or organist. Minimum of three hours of rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Prerequisites: MUS 300, MUS 397, or permission of the instructor. Credit one to two hours per semester. May be repeated for credit to a maximum of four hours.

#### Ensembles

All undergraduate music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year and the student teaching semester). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two three hours of rehearsal each week and at all

performances is required. All students whose principal applied study is a keyboard instrument are expected to accompany (with or without academic credit) each semester. (Note restriction on ensemble credits, page 76.)

#### **MUS 234 CHORUS**

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. Credit, one hour each semester.

#### **MUS 236 ACCOMPANYING**

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany (with or without credit) every semester. A two-semester class in accompanying is requisite for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible. Work in preparation of a recital for one major; of lessons and jury examinations for two majors; of lessons and juries for four non-majors; or accompanying an ensemble. Credit, one hour each semester.

#### MUS 237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. Credit, one hour each semester.

#### **MUS 238 ORCHESTRA**

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. Credit, one hour each semester.

#### MUS 239 HANDBELL CHOIR

Students interested in playing handbells must be able to read music. Credit, one hour each semester.

#### **MUS 334 MEREDITH CHORALE**

A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of chorus, or permission of the instructor. Credit, one hour each semester.

#### MUS 335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos. Credit, one hour each semester.

#### **MUS 434 VOCAL ENSEMBLE**

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. Credit, one hour each semester.

### Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In ddition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours Credit	Weekly Half- Hour Lessons	Weekly Practice Hours
1	1	5
2	2	10
3	2	15
4	2-3	20

#### Recital

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. Pass-fail grading. Credit, one hour each semester.

#### MUA 290 SOPHOMORE RECITAL

MUA 390 JUNIOR RECITAL

#### MUA 391 LECTURE-RECITAL

The piano pedagogy student will present a lecturerecital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

#### MUA 490 GRADUATION RECITAL

#### Piano

Professor Clyburn, Coordinator; Associate Professor Fogle; Adjuncts Bruce, Cameron, Daugherty, Lohr, and McKee.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters MUA 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music, Speech, and Theatre

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

#### MUA 040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. Pass/Fail grading only. *Credit, one hour.* 

#### MUA 041 INTERMEDIATE CLASS PIANO

A continuation of MUA 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: MUA 040 or permission of the instructor. Pass/Fail grading only. Credit, one hour.

#### **MUA 044 PREPARATORY PIANO**

Study of repertoire less difficult than that listed under MUA 144. A maximum of six semester hours of this work for credit permitted.

#### **MUA 144 PIANO I**

Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

#### **MUA 244 PIANO II**

Bach sinfonias, Well-Tempered Clavier, suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

#### **MUA 344 PIANO III**

Bach Well-Tempered Clavier, toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

#### **MUA 444 PIANO IV**

Bach Well-Tempered Clavier, chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical, romantic, impressionistic, and contemporary works suitable for graduation recitals.

#### Organ

Professor D. Lynch, Coordinator; Adjuncts Dopler, Downward, and M. Lynch.

#### **MUA 145 ORGAN I**

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein, Dupre Seventy-Nine Chorales, works of comparable difficulty from all periods; hymn playing.

#### MUA 245 ORGAN II

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

#### **MUA 345 ORGAN III**

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

#### **MUA 445 ORGAN IV**

Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

### Harpsichord

Adjunct Bruce.

MUA HARPSICHORD 146, 246, 346, 446

#### Violin

Assistant Professor Garriss, Coordinator of Instrumental Music; Adjuncts Atchley, Gettes, Kelly, Partridge, and Southwick.

#### **MUA 164 VIOLIN I**

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloay; sonatinas by Schubert.

#### **MUA 264 VIOLIN II**

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

#### **MUA 364 VIOLIN III**

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

#### **MUA 464 VIOLIN IV**

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

#### Orchestral Instruments

Courses are also available in the following applied studies:

MUA VIOLA 165, 265, 365, 465

MUA CELLO 166, 266, 366, 466 Adjunct Hudson

MUA FLUTE 174, 274, 374, 474 Adjunct Whitlow

MUA CLARINET 175, 275, 375, 475 Adjunct Reinoso

Music, Speech, and Theatre

#### Guitar

Adjunct E. Stephenson

#### MUA 068 GUITAR CLASS

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished. *Credit*, one hour each semester.

Working knowledge of notes and basic chords in the first position should be established before entering MUA 168.

#### **MUA 168 GUITAR I**

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini.

### MUA 268 GUITAR II

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

#### **MUA 368 GUITAR III**

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

## **MUA 468 GUITAR IV**

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.

#### Voice

Artist-in-Residence Powers, Coordinator; Adjuncts Charlton, Farrington, Goode, Janke-Robinson, and Chomas.

#### **MUA 154 VOICE I**

Position and poise of the body, exercises to enhance rocal freedom through coordination of breath and tone. Imphasis on evenness of tone and smoothness of phrase. Simpler songs from classiscal literature. English and Italian pronunciation.

#### **MUA 254 VOICE II**

Technical work of the freshman year continued; cales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. Trench and German pronunciation.

#### **MUA 354 VOICE III**

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and speratic repertoire.

#### **MUA 454 VOICE IV**

Technical work continued, stressing flexibility. Total repertory to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

#### Speech and Theatre

Assistant Professor Creagh, Coordinator; Assistant Professor N. Stephenson; Adjunct Rodgers; Sound and Light Technicians Smith and Digesu.

Please refer to pages 139 and 140 regarding the majors in Speech/Theatre and in Theatre as well as the concentration in Musical Theatre. Minors are also available in Speech, Theatre, and Musical Theatre. Individual contract majors in speech communications have also been approved upon request. For further information, consult the area coordinator.

Courses in Speech and Theatre may fulfill humanities-fine arts area distribution requirements for students not majoring in these disciplines.

#### Speech

#### SPE 250 VOICE AND ARTICULATION

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety. Offered spring semester. Credit. three hours.

#### SPE 225 FUNDAMENTALS OF SPEECH

A basic introduction to public and interpersonal communication that stresses content organization of spoken messages. Units include informative speaking, group discussion and problem-solving, use of language in 'oral style,' and the use of logic and critical thinking in persuasive communication. Offered both semesters. Credit. three hours.

# SPE 326 THE ORAL INTERPRETATION OF LITERATURE

A course designed to teach vocal poise, expression, and clarity through oral performance or literary works.

Literary theory and appreciation are also stressed, but the focus of the course is on developing the ability to communicate literature to an audience. Units include prose, poetry, and group performance. Offered both semesters. Credit, three hours.

# SPE 350 ORAL COMMUNICATION FOR BUSINESS AND THE PROFESSIONS

A course designed to provide students with an understanding of business and other professional organizations from a communications perspective. Some attention will be paid to developing specific speaking skills required in "career settings." Units include perception, active listening, managerial communication, group decision-making, interviewing, and proposal presentation. Offered fall semester. Credit. three hours.

# SPE 494 SPECIAL TOPICS IN SPEECH COMMUNICATION

An advanced course in the theory and practice of human communication. There will be and emphasis on the theoretical foundations of the announced topic. Some topics which are offered include Communication Theory; Interpersonal Communication; Group Performance of Literature. May be repeated for credit when topics differ. Offered alternate spring semesters. Credit, three hours.

#### Theatre

#### THE 114 INTRODUCTION TO THEATRE

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance. Credit, three hours.

#### THE 224, 324, 424 ACTING

The theories and practical skills of the Stanislavski system are examined and applied in a laboratory setting. Warm-up technique, sense-memory work, relaxation technique, and improvisation exercises provide the foundation for beginning scene study. In the process of scene preparation, the student reads and analyzes works from the major periods of dramatic literature. As a student advances, she explores more complicated characterizations, non-realistic dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisite: THE 124 or permission of the instructor. Credit, three hours each semester.

#### THE 240 THEATRE PRACTICUM

This course is designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for that assignment, attends weekly meetings, and completes a specified number of hours of work. May be taken a maximum of eight times for credit. Credit, one hour each section.

The following sections are offered:

Performance (acting, dance, music)
 Scenic Construction/Scenic Design
 Lighting Design/Sound Design

240-3 Lighting Design/Sound Design240-4 Publicity/Box Office and House

Management 240-5 Costuming/Make-up

240-6 Stage Management/Directing

#### THE 245 STAGECRAFT

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and painting, theatre lighting and basic sound systems, and tools and materials used in technical production. Laboratory hours will be arrange for practical experience in scenic arts and crafts. Prerequisite: THE 124 or permission of the instructor. Credit, three hours.

#### THE 315 HISTORY OF THEATRE

This course guides the student through an exploration of the cultural development of the theatre, dramatic literature, the history of dramatic theory, the principles of performance, and the techniques of production (including costuming, scenic design, and company structure), from Greek theatre to the present. Prerequisite: THE 124. Credit, three hours.

#### THE 425 DIRECTING

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: The 124 and permission of the instructor. Credit, three hours.

#### THE 495 SEMINAR IN MUSICAL THEATRE

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. Prerequisite: THE 124 or permission of the instructor. Credit, three hours.

#### THE 920 PROJECT: AREA OF SPECIALIZATION

A project, selected by the Speech/Theatre or Theatre major in consultation with her adviser, which will focu on her area of specialization (Performance, Production, Speech Communications, Business Communications, etc.). Credit, one to three hours.

Students who wish advanced study in music, speech, or theatre should consult with the department head and arrange for it through the special studies options listed on page 83. Students may elect courses through the Cooperating Raleigh Colleges.

### **SYCHOLOGY**

Professor Huber, *Head*; Professor Aubrecht; sociate Professor Hornak.

The goal of the psychology department is to help the ident obtain a better self-understanding, as well as an iderstanding of the basic methods, facts, and icabulary of the scientific study of behavior and insciousness.

A major in psychology would be the appropriate ackground for graduate training in psychology and, in dition, a suitable adjunct to career training in fucation, business, social work, etc.

A minor, consisting of 18 hours in psychology and cluding a course in statistics, is also available. See the partment head for details.

PSY 100 is a prerequisite for all courses with the ception of PSY 210 and PSY 312 where either PSY 00 or EDU 234 can serve as a prerequisite.

# 'equirements for a Major

A minimum of 31 semester hours in psychology cluding 100, 200, and 300. Majors are required to stribute their elective psychology courses by choosing least two courses from each of the following areas:

Social (PSY 210, 212, 312, 410) Clinical (PSY 320, 322, 324, 420, 422) Experimental (PSY 330, 332, 430, 530)



#### Curriculum

#### PSY 100 INTRODUCTION TO PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as the neurobiological basis of behavior, perception and consciousness, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior. *Credit, three hours.* 

# PSY 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Credit will not be allowed for both PSY 200 and MAT 245. Credit, three hours.

# PSY 210 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Credit, three hours.

#### **PSY 212 PSYCHOLOGY OF SEX ROLES**

The understanding of women from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of women, the effects of body states on personality, psychophysiologic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles women play during their lifetimes. *Credit*, three hours.

#### **PSY 300 EXPERIMENTAL PSYCHOLOGY**

An introduction to the history, methods, art, and ethics of general experimental psychology. Two original research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. Suggested prerequisite: PSY 200. Credit, four hours.

# PSY 312 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally handicapped; persons with speech, hearing, visual, and crippling health disabilities; and those with specific learning disabilities. *Credit, three hours*.

#### PSY 320 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, somatoform disorders, dissociative disorders, character disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes. Credit, three hours.

#### PSY 322 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a humanistic approach; however, the student will be acquainted with other theories. Offered spring semester. Credit, three hours.

# PSY 324 CONDITIONING AND BEHAVIOR MODIFICATION

An examination of the principles of classical and operant conditioning, including reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior. Offered fall semester. Credit, three hours.

#### **PSY 330 NEUROPSYCHOLOGY**

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena. Offered fall semester. Credit, three hours.

#### **PSY 332 PERCEPTION**

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Offered spring semester. Credit. three hours.

#### **PSY 410 SOCIAL PSYCHOLOGY**

A study of the theories and research relevant to interpersonal influence, the ways in which an individu is influenced by other people. Included topics: attitude change, conformity, interpersonal attractions, self-consistency, person perception, aggression, and altruism. Offered spring semester. Credit, three hours.

#### **PSY 420 THEORIES OF PERSONALITY**

Major contemporary theories of personality. Theorievaluated in light of research findings. Offered fall semester. Credit, three hours.

#### PSY 422 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing an evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Suggested prerequisite: PSY 200. Offered fall semester. Credit, three hours.

# PSY 430 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th an early 20th century psychological pioneers. Offered spring semester. Credit, three hours.

#### PSY 530 MEMORY, LANGUAGE, AND COGNITIO

A survey of the major theories and empirical finding in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning and problems solving. Offered fall semester. Credit three hours.

#### SENIOR THESIS

The interested and qualifed student may elect to undertake a senior research project under the special studies option.

Students who wish to pursue individualized advance study in psychology (e.g. advanced courses, research projects, internship experiences) may do so through th special studies options listed on page 83. Special studie have included courses in animal behavior, computer analysis of data, industrial psychology and stress management; research projects in personality, developmental psychobiology, and social psychology; and internship experiences in clinical psychology, applied behavior therapy, business, personnel, education, and many other areas.

Students may elect courses through the Cooperating Raleigh Colleges.

### **RELIGION AND PHILOSOPHY**

Professor Page, Head; Professor Cochran; Associate Professor Vance; Assistant Professors O'Brien and Saunders; Adjunct Smith.

The department offers a major in religion and minors in religion and philosophy.

The study of religion and philosophy is an integral part of the liberal arts curriculum. Given the understanding that human life is by nature religious, a well-rounded understanding of life should focus on the socio-cultural, theoretical, and historical manifestations of religion.

Through its programs and courses, the Department of Religion and Philosophy strives to aid students in developing analytical skills and methods for examining and understanding various religious phenomena and philosophical perspectives. Exposure to the literature, thought, practice, and divergent interpretations of religions and philosophies not only sensitizes students to the necessity of understanding people within a variety of living faith expressions, but also helps them to formulate and better understand their own perspectives. The strong emphasis on biblical studies and western religious thought reveals that a major concern of the department is to bring students to a deeper appreciation of the Judaeo-Christian heritage.

The department also wishes to assist students preparing for graduate study and/or a career. Whether the career is church related or not, a major in religion provides a solid foundation and personal depth which can lead to a variety of fulfilling vocational options.

# General Education Requirements in Religion

There are two ways to meet the general education requirement in religion (see pages 56 and 57). Students may take either

- 1. REL 101 and 102, or
- REL 100 and an advanced three-hour course in religion.

Students who take REL 101 or REL 102 may not take REL 100.

# Requirements for a Major

A minimum of 24 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from each of the following areas:

- religion and society (REL 244, 248, 341, 342, 343)
- biblical studies (REL 262, 265, 266, 268)
- religious history and thought (REL 283, 285, 289, 381, 382, 384, 386)

REL 497 is required of all majors. At least one course in philosophy is recommended.

Requirements for a major are sufficiently flexible to provide for each student's personal development and for her choice of career preparation. Many students combine a major in religion with a second major or certification in a professionally oriented field of study.

### Curriculum

#### Religion

Prerequisite to all other courses in religion: REL 100 or REL 101 and 102.

# REL 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken REL 101 and/or 102. Credit. three hours.

# REL 101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A two-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken REL 100. Credit, six hours.

#### **REL 244 CHRISTIAN ETHICS**

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. Credit, three hours.

#### **REL 248 WORLD RELIGIONS**

An introduction to the major religions of the world with emphasis on Hinduism, Buddhism, Judaism, and Islam. An examination of the concepts and practices of these religions and their scriptures in order to help students gain an understanding of and appreciation for religions other than their own. Credit, three hours.

#### REL 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. Credit, three hours.

#### REL 265 THE PROPHETIC ELEMENT IN THE BIBLICAL TRADITION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. Credit, three hours.

Religion and Philosophy

#### **REL 266 PAULINE LITERATURE**

The development of early Christian life and thought as found in the work and writings of Paul. *Credit, three hours*.

#### **REL 268 WOMEN AND THE BIBLE**

A study of the status of women in Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history. Credit, three hours.

#### **REL 283 WOMEN IN THE CHRISTIAN TRADITION**

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged. Credit, three hours.

# REL 285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. Credit, three hours.

# REL 289 INTRODUCTION TO CHRISTIAN THEOLOGY

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics.

Credit. three hours.

### **REL 297 CONTEMPORARY RELIGIOUS ISSUES**

Selected topics in religion. Credit, one hour.

#### **REL 341 SOCIOLOGY OF RELIGION**

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 341. *Credit, three hours.* 

#### **REL 342 PSYCHOLOGY OF RELIGION**

A study of the results of psychological analysis of religious experiences. Credit, three hours.

#### **REL 343 RELIGION AND LAW**

An analysis of the mutual concerns of religion and law in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues. Credit, three hours.

#### **REL 381 CHRISTIAN EDUCATION**

The principles and techniques of Christian leadership. *Credit, three hours.* 

#### **REL 382 HISTORY OF CHRISTIANITY**

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. *Credit*, three hours.

#### **REL 384 RELIGION IN AMERICA**

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. Credit, three hours.

#### **REL 386 PHILOSOPHY OF RELIGION**

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 386. Credit, three hours.

#### **REL 497 SEMINAR**

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors. Credit, three hours.

#### Philosophy

#### PHI 223 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion. Credit, three hours.

#### PHI 351 ANCIENT AND MEDIEVAL PHILOSOPHY

A survey of the theoretical foundations of western civilization, particularly as developed in the cultures of Greece and Rome. *Credit, three hours*.

#### PHI 352 MODERN PHILOSOPHY

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours*.

#### PHI 386 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as REL 386. Credit, three hours.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 83.

Students may elect courses through the Cooperating Raleigh Colleges.

# OCIOLOGY AND OCIAL WORK

Professor Sumner, Head; Professor Syron; Associate Professors Bishop and Zingraff (Director of Program in iociology); Visiting Professor Judkins; Adjuncts Dawes, upidi, and Morrison.

The department offers a major in sociology and a najor in social work with a Bachelor of Arts degree.

The department seeks to encourage within students he development of social consciousness and an inderstanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective n order to offer a solid foundation for continued study n graduate schools of sociology, social work, and other elated fields.

The undergraduate major in social work is accredited by The Council on Social Work Education.

2 Pertification for teaching at all levels may be combined with a major in sociology or social work. The lepartment also offers a program leading to vertification as a school social worker by the North Carolina Department of Public Instruction.

Field projects, community internships, volunteer xperiences, and cooperative education placements are vailable to students to provide them with the nowledge and experience helpful in planning careers. Students are encouraged to take a career planning eminar to plan their own careers.

Either SOC 230 or 260 is required as a prerequisite or all sociology courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

# Requirements for a Major in Sociology

Twenty-five hours in sociology, including 230, 374, 175, 489, or their equivalents, and 496. Three hours in tatistics, either PSY 200 or MAT 245, or equivalent. Itatistics is strongly recommended before SOC 374 and 175.

### Requirements for a Major in Social Work

Liberal Arts Courses: BIO 101; SOC 230, 335, 374, 475; PSY 100, 212, or IDS 200; POL 100. (Twenty-two emester hours.)

Social Work Courses: SWK 240, 301, 302, 304, 307, 408, 401, 402, and 403. (Thirty-four semester hours.)

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work ducation.

The department strongly recommends that students who major in social work also meet the requirements for a major in an additional field of study.

# Requirements for a Concentration in Criminal Justice Studies

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

#### Curriculum

#### Sociology

#### SOC 230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research. *Credit, three* hours.

#### SOC 231 SOCIAL PROBLEMS

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care, and other features of contemporary industrial society. Policies designed to address these problems are reviewed. Credit, three hours.

#### SOC 260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. *Credit, three hours.* 

#### **SOC 335 AMERICAN ETHNIC RELATIONS**

A study of present day racial and cultural minorities with emphasis upon scientific facts and changing attitudes and policies. *Credit, three hours*.

#### **SOC 336 CRIMINOLOGY**

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered. Offered alternate years. *Credit, three hours*.

#### **SOC 337 CORRECTIONS**

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem. Offered alternate years. Credit, three hours.

#### **SOC 338 THE FAMILY**

A study of the structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. Credit, three hours.

#### **SOC 339 URBANIZATION**

A study of urbanization and its effect upon human life. An analysis of urban social institutions, urban places, and social adaptation to urban growth. Urban trends and problems are also examined along with various approaches to urban social planning and policy. Offered alternate years. Credit, three hours.

#### **SOC 340 AGING AND RETIREMENT**

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States. Offered alternate years. Credit, three hours.

#### **SOC 341 SOCIOLOGY OF RELIGION**

For description, see REL 341. Credit, three hours.

#### SOC 374 SOCIAL RESEARCH

Examination of concepts and procedures pertaining to social scientific inquiry with emphasis upon problem statement, measurement, analysis, and interpretation of data. Three class hours per week. Corequisite: SOC 375. Also offered as POL 374. MAT 245, PSY 200, or equivalent recommended before 374. Credit, three hours.

#### SOC 375 SOCIAL RESEARCH LABORATORY

Application of concepts and techniques presented in SOC 374. Emphasis upon the practice of social research with special attention given to data processing and analysis and the use of statistics as a tool of research. Offered both semesters. Corequisite: SOC 374. Also offered as POL 374. MAT 245, PSY 200, or equivalent recommended before 375. Credit, one hour.

#### SOC 431 SOCIAL STRATIFICATION

The functions of social inequality and the conditions of social justice are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of race and sex receive specific treatment. Offered alternate years. Credit, three hours.

#### **SOC 489 SOCIAL THEORY**

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Credit, three hours.

#### SOC 496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of basic sociological principles directed toward the analysis of selected topics and the presentation of projects to seminar members for evaluation and criticism. Prerequisites: MAT 245, PS) 200 or equivalent, SOC 374 and 375. Offered both semesters. Credit, three hours.

#### Social Work

#### SWK 240 SOCIAL WORK AS A PROFESSION

An introduction to the development, fields, and values of the social work profession. Course provides class release time for a required thirty hours of volunteer work in a social agency. Credit, three hours

# SWK 301 THE AMERICAN SOCIAL WELFARE INSTITUTION

A study of the current American welfare system as a social institution with an examination of its European beginnings. Includes a description of the current welfar system with an analysis of its service delivery system mechanisms. Offered fall semester. Credit, three hours



#### VK 302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society the development of policies for the amelioration of cial problems. Includes the application of an alytical framework to selected social policies. quires a group project involving the analysis of a ajor social policy. Prerequisite: POL 100. Offered ring semester. Credit, three hours.

#### VK 304 SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

An introduction to the generalist model of social ork practice with an emphasis on achieving planned ange by working with individuals, families, and small pups. The development of professional mmunication skills is also emphasized. Prerequisites: VK 240 and SWK 307. Credit, three hours.

#### VK 307 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE I

Use of the systems framework for selecting and using owledge relevant for social work practice. Emphasis understanding individual development over the life an as influenced by culture, organizations, mmunities, families, and the diversities of a iralistic society. Lifecycle stages of infancy and ildhood are covered. Prerequisites: SOC 230, 335; Y 100, 206; BIO 101. Credit, three hours.

#### VK 308 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE II

A continuation of SWK 307, covering the life cycle ges of adolescence, adulthood, and aging. Emphasis human development as influenced by culture, eraction with families, organizations, and nmunities. Prerequisite: SWK 307. Credit, three

#### **K** 401 SOCIAL WORK PRACTICE WITH GROUPS, ORGANIZATIONS, AND COMMUNITIES

he generalist model of social work practice as plemented in the context of communities. anizations and bureaucratic settings. Also an phasis on continuing the development of professional nmunication skills. Prerequisite: SWK 304. Credit, 2e hours.

# K 402-1 SOCIAL WORK FIELD EXPERIENCE

minimum of 400 hours of beginning level social rk practice experience under the supervision of a fessional social worker in a qualified social agency. requisites: SWK 301, 304; SWK 401, prerequisite or equisite. Fee: \$50. Credit, ten hours.

#### K 402-2 SOCIAL WORK FIELD EXPERIENCE

minimum of 400 hours of beginning level social k practice experience under the supervision of a fessional social worker in a public school setting. requisites: SWK 301, 304; SWK 401, prerequisite or equisite. Fee: \$180. Credit, ten hours.

#### **SWK 403 FIELD INSTRUCTION SEMINAR**

Students meet weekly for directed academic learning related to the integration of social work knowledge with social work practice. Students are required to complete a project demonstrating ability to evaluate their ongoing practice. Other written assignments required to demonstrate integration of knowledge and practice. Corequisite: SWK 402. Credit, three hours.

### SWK 405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are social work in education, social work in criminal justice, social work and the law, social work in private industry, and child welfare. Offered as needed. Credit, one to four hours.

#### **SWK 405-1 CHILD WELFARE**

A study of children in contemporary society with an emphasis on preparing professionals who serve children to relate to them with enlightened sensitivity to their problems and potential. Topics covered include adoptions, child abuse, child neglect, permanency planning, foster care, policies and programs to serve children's need, children in poverty, and children in single parent families. Credit, three hours.

#### SWK 405-2 SCHOOL SOCIAL WORK

A review of social work roles in public schools with an emphasis on the professional team. Examines program approaches to delivering social services to children in public schools. An in-depth study of social work interventions for problems such as substance abuse, teen-age pregnancy, teen-age parenting, school phobia, and others. Required for certification in school social work. Offered fall and spring semesters. Credit, three hours.

Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or an appropriate faculty member to arrange for the special studies options listed on page 83.

Students may elect courses through the Cooperating Raleigh Colleges.



# College Directory

## CORPORATION OFFICERS — 1989

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(also serves as Treasurer)

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### Term Expiration — 1992

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Cary

ROBERT BRYAN

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Sylva

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NORMAN KELLUM

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ROBERT OUTLAND, JR.

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THEO PITT

Rocky Mount

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Officers 1989-90

(Date following name indicates year of graduation)

SANDRA FLYNT CANIPE, 1966 President

Greensboro

MIMI HOLT, 1967

Vice President Raleigh

SARAH CRALLE SNEAD, 1977 Secretary

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**JEAN BATTEN COOPER, 1954** 

Past President Winston-Salem

IANE LEWIS SUTTON, 1974 Director, Asheville Region Waynesville

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BRENT A. PITTS, Ph.D. (1981)

Associate Professor of Foreign Languages

A.B., A.M., Ph.D., Indiana University; Post doctoral study, Princeton University, Ecole Supérieure de Commerce de Lyon.

JAMES W. POWERS, M.M. (1982)

Artist-in-Residence of Music

B.M., East Carolina University; M.M., Miami University.

DOROTHY K. PRESTON, Ph.D. (1961)

Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D., North Carolina State University.

ROBERT K. REID, Ph.D. (1979)

Associate Professor of Biology

B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

LOUISE REISS, Ph.D. (1982)

Assistant Professor of Foreign Languages

A.B., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill.

CAROLEIGH ROBINSON, M.F.A. (1987)

Artist-in-Residence

B.F.A., Maryland Institute College of Art; M.F.A., University of North Carolina at Chapel Hill.

JOHN A. L. SAUNDERS, II, Ph.D. (1987)

Assistant Professor of Religion

B.S., Virginia Commonwealth University; M.Div., Ph.D., Southern Baptist Theological Seminary.

PENNY F. SCOTT, A.M., C.P.A.(1982)

Instructor of Business

B.S., A.M., Appalachian State University.

REGINALD B. SHIFLETT, Ph.D. (1978)

Professor of Chemistry

B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)

Assistant Professor of Photography

and Foreign Languages

A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

BERNICE T. SHUEY, M.B.A., C.P.A. (1982)

Assistant Professor of Business

B.S., Southwest Missouri State University; M.B.A., University of Dayton.

EVELYN P. SIMMONS, M.S. (1962)

Associate Professor of Economics

B.S., Georgia State College for Women; M.S.,

University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolin at Chapel Hill.

DOROTHY J. SIZEMORE, A.M. (1980)

Dean of Students

A.B., William Jewell College; A.M., Georgetown College.

DEBORAH K. SMITH, Ph.D. (1985)

Assistant Professor of Biology

B.A., Vanderbilt University; Ph.D., University of Virginia.

DONALD SPANTON, Ph.D. (1983)

Associate Professor of Business

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

THERESA SPENCER, M.Econ. (1987) Instructor of Business

A.B., M.Econ., North Carolina State University.

LAROSE F. SPOONER, Ed.D. (1967)

Vice President of Administrative Affairs

and Executive Assistant to the President

A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University.

NAN L. STEPHENSON, Ph.D. (1988)

Assistant Professor of Theatre

B.S., M.A., Louisiana State University; Ph.D., University of Nebraska.

MARILYN M. STUBER, Ed.D., (1965)

Professor of Home Economics

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

JANET SULLIVAN, M.Ed. (1983)

Instructor of Biology

A.B., Meredith College; M.Ed., North Carolina State University.

EUGENE M. SUMNER, D.S.W., (1973)

Professor of Social Work

A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah. LESLIE W. SYRON, Ph.D. (1945)

Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

CHARLES TAYLOR, Jr., M.B.A. (1983)

Vice President for Business and Finance

B.S., M.B.A., East Carolina University.

LOUISE TAYLOR, Ph.D. (1978)

Associate Professor of English

A.B., Swarthmore College; M.A.T., Duke University;

M.A., Ph.D., Florida State University.

OLIVE D. TAYLOR, M.Ed. (1970)

Assistant Professor of Mathematics

B.S., Western Carolina University; M.Ed., University

of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State

University, Appalachian State University.

MARY L. THOMAS, Ph.D. (1982)

Associate Professor of Foreign Language

A.B., Ohio University; A.M., Ph.D., University of

Michigan; post doctoral study, University of North Carolina at Chapel Hill.

Latonna at Chaper I'm.

SANDRA CAROL THOMAS, Ph.D. (1974)

Vice President for Student Development

A.B., University of Texas; M.S., Indiana University;

Ph.D., Saint Louis University.

DEBORAH TIPPETT, M.S. (1987)

Instructor of Home Economics

B.S., M.S., University of North Carolina at

Greensboro.

BARBARA TRUE-WEBER, M.A. (1988)

Instructor of Politics

A.B. and B.S.E., Kansas State Teachers College; M.A.,

University of Missouri.

CHARLES R. TUCKER, Ph.D. (1966)

Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D.,

Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)

Associate Professor of Music

A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music of the University of

Rochester.

ROBERT L. VANCE, Ph.D. (1981)

Associate Professor of Religion and Philosophy

A.B., Davidson College; M.Div., Southeastern Baptist

Theological Seminary; Ph.D., Emory University.

NAOMI WAGNER, Ph.D. (1984)

Assistant Professor of Psychology

A.B., M.S., Hebrew University of Jerusalem; Ph.D.,

North Carolina State University.

DOUGLAS J. WAKEMAN, Ph.D. (1984)

Assistant Professor of Business

A.B., Ph.D., University of North Carolina at Chapel Hill.

W. GARRETT WALTON, JR., Ph.D. (1983)

Assistant Professor of English

A.B., A.M., Ph.D., University of Virginia.

SHARON P. WARDEN, Ph.D. (1987)

Assistant Professor of Business

A.B., Evergreen State College; A.M., California State

University; Ph.D., University of Texas.

JOHN EDGAR WEEMS, Ed.D. (1972)

President

B.S., A.M., Ed.D., George Peabody College.

ELIZABETH A. WEIR, Ed.D. (1988)

Assistant Professor of Education

B.Ed., Massey University, Palmerston North, New Zealand; M.Ed., Ed.D., North Carolina State

University.

SUSAN B. WESSELS, M.B.A., C.P.A.(1978)

Assistant Professor of Business and Economics

A.B., Grove City College; M.B.A., DePaul University.

BURGUNDE WINZ, Ph.D. (1978)

Associate Professor of Foreign Languages

A.B., A.M., ADI-Germersheim, West Germany; Ph.D.,

University of North Carolina at Chapel Hill.

RHONDA M. ZINGRAFF, Ph.D. (1979)

Associate Professor of Sociology

B.S., Virginia Commonwealth University; A.M.,

Ph.D., Bowling Green State University.

### PART-TIME FACULTY - 1988-89

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

CHARLOTTE ABBATE, M.F.A. (1988)

Home Economics

B.F.A., Pratt Institute; M.F.A., University of North Carolina at Greensboro.

SUZANNE ANDRON, M.L.A. (1988)

Home Economics

B.S., Pratt Institute; M.L.A., North Carolina State University.

WILINDA ATCHLEY, Mus.B. (1987)

Musi

Mus.B., Eastern New Mexico University.

MAUREEN BANKER, A.B. (1988)

A++

A.B., Meredith College; Graduate study in printmaking, Villa Schifamoia, Florence, Italy.

JOHN HARRY BELL, M.F.A. (1987)

Art

B.F.A., University of North Carolina at Greensboro; M.F.A., University of Georgia.

IOE BENFORADO (1988)

Art

IOCELYN BERRY, M.A. (1988)

Art

B.A., Duke University; M.A., North Carolina State University.

JAMES R. BLEIBERG, M.A.H.L. (1988)

Religion

B.A., Haverford College; M.Ed., Harvard University; M.A.H.L., Hebrew Union College-Jewish Institute of Religion.

ROSALIE LLEWELLYN BOWERS, M.A. (1986)

English

A.B., Meredith College; M.A., North Carolina State University.

MARY STIVERS BRAINARD, M.S. (1986)

Home Economics

B.S. Iowa State University; M.S. Purdue University.

SUZANNE BRITT, M.A. (1987)

English

A.B., Salem College; M.A., Washington University.

BRENDA BRUCE, Mus.M. (1979)

Music

B.M.E., Central Methodist College; Mus.M., New England Conservatory.

CATHERINE CAMERON, M.Mus. (1987)

Music

B.Mus., M.Mus., University of North Carolina at Chapel Hill.

LINDA CAROTHERS, M.S. (Fall 1988 only)

Home Economics

B.S., Westen Carolina University; M.S., University of Tennessee.

CATHERINE CHARLTON, M.Mus. (1987)

Music

B.M., Trinity University; M.Mus., Ohio State University.

MARGARET CLARY, M.A. (1988)

Education

A.B., Limestone College; M.A., Meredith College.

ROD COCKSHUTT, A.B. (1988)

English

A.B., Washington and Lee University.

ROBIN B. COLBY, M.A. (1988)

English

A.B., Meredith College; M.A., North Carolina State University.

BETTY H. COOK, M.H.E. (1976)

Home Economics

B.S., West Virginia University; M.H.E., University of Georgia.

ALICE W. DAUGHERTY, Mus.B. (1971)

Music

Mus.B., Lawrence College; additional study, Julliard School of Music.

KAREN DAWES, A.M. (Spring 1988)

Sociology

A.B., A.M., East Carolina University.

JANET DOPLER, Mus.M. (1988)

Music

Mus.B., Mus.M., Meredith College.

LEWIS DOWNEY, (Spring 1988)

Photography

BROCK W. DOWNWARD, D.M.A. (1976)

Music

Mus.B., Oberlin College; Mus.M., D.M.A., Eastman School of Music of the University of Rochester.

JUDY DUNSON, A.B. (1985)

Music

A.B., Meredith College.

DON EAGLE (1986)

Music

University of North Carolina at Chapel Hill.

BETTY IO FARRINGTON, A.B. (1969)

Music

A.B., Meredith College.

LINDA P. FITZ-SIMONS, M.A. (1988)

Art

A.B., Meredith College; M.S., University of North Carolina at Greensboro.

EDITH GETTES, Mus.M. (1988)

Music

Mus.B., University of North Carolina at Chapel Hill; Mus.M., Indiana University; additiona study, Suzuki Institute, Matsumoto, Japan, and Guildhall School, London.

JOHN W. GIVVINES, B.S. (1975)

Art

B.S., Western Carolina University.

ALICE Y. GOODE, Mus.B. (1974)

Music

Mus.B., Texas Technological University.

JOSEPHINE GUGLIELMI, Ph.D. (1987)

Mathematics

A.B., Duke University; M.S., Ph.D., North Carolina State University.

VIRGINIA HUDSON (1981)

Music

Mus.B., University of Texas.

JOHN HUGGARD, J.D. (Spring 1986)

Business

A.B., J.D., University of North Carolina at Chapel Hill.

JENNIFER JANKE-ROBINSON, Mus.M. (1988)

Music

B.M.E., Western Michigan University; Mus.M., Florida State University.

BRENDA O. JOHNSTON, M.S. (1986)

Business

B.A., M.S., North Carolina State University.

PAMELA ANN BATH KELLY, Mus. M. (1983) Music

Mus.B., Mus.M., University of North Carolina at Chapel Hill.

KATHRYN KING, A.M. (spring 1989 only)

Business

B.S., East Strousburg State College; A.M. Ohio State University.

PAMELA L. LAMB, M.S. (1988)

Mathematics

B.S., M.S., Virginia Commonwealth University.

RON H. LAMB, M.S. (1989)

Mathematics

A.S., Sandhills Community College: B.S., M.S.,

Virginia Commonwealth University.

TOM LOHR, Mus. M. (1979)

Music

B.Mus., University of North Carolina at Chapel Hill;

Mus.M., University of Kentucky.

MARILYN LYNCH, A.M. (1977)

Organ

Mus.B., Syracuse University; A.M., Eastman School of

Music.

MAUREEN McGREGOR, A.M. (1986)

English

B.A., University of Leeds; M.A. North Carolina State

University.

RICHARD M. McKEE, Ph.D. (1988)

Mus.B., Birmingham-Southern College: Mus.B.,

Mus.M., Manhattan School of Music; M.A., Ph.D.,

University of North Carolina at Chapel Hill.

KIMBERLI McMURRAY, B.S. (1987)

Golf

B.S., Meredith College.

JULIA MACK, Ph.D. (1988)

Foreign Languages

A.B., University of Puerto Rico; M.A., University of Southern California; Ph.D., University of Puerto Rico. ALDO MELITO, A.B. (1986)

Dance

A.B., Grinnell College.

MANLEY MIDGETT, M.S. (1987)

Education

B.S., M.S., University of North Carolina at Chapel

Hill.

GORDON NEWBY, Ph.D. (1988)

Religion

B.A., University of Utah; M.A., Ph.D., Brandeis

University.

MICHAEL NOVAK, Ph.D. (1987)

History

A.B., Denison University; A.M., Ph.D., Harvard

University.

MARTA PARTRIDGE, Mus.B. (1981)

Music

Mus.B., New England Conservatory.

ALEX POORMAN, B.I.A. (1988)

Home Economics

B.I.A., Kansas State University.

CRISTA A. PRITCHARD, A.B. (1976)

Equitation

A.B., Meredith College.

NANCY RADFORD, Mus.B. (1979)

Music

Mus.B., Meredith College; graduate study, Meredith

College.

CHRISTI H. REINOSO, D.M.A. (1988)

Music

Mus.B., University of North Carolina at Greensboro;

M.A., Eastman School of Music of the University of

Rochester; D.M.A., University of Michigan.

NANCY RIVA-PALACIO, A.M. (1979)

Music

A.B., Westhampton College; A.M., Columbia

University; Certificat d'Etudes, Sorbonne, University of

Paris.

CATHERINE BLAND RODGERS, M.F.A. (1988)

Speech and Theatre

B.A., Meredith College; M.A., Wake Forest University;

M.F.A., University of North Carolina at Greensboro.

CHARLES J. SKENDER, M.B.A., C.P.A. (1989)

Business

B.S., Lehigh University; M.B.A., Duke University.

RACHEL SMITH, Th.M., (1987)

Religion

A.B., Meredith College; M.Div., Th.M., Southeastern

Baptist Theological Seminary.

#### 170 / COLLEGE DIRECTORY

Part-time Faculty
Faculty Emeriti

LEE ANN SPAHR, M.Ed. (1988)

Mathematics

B.S., Campbell College; M.Ed., North Carolina State University.

EDYTHE STANISLAW, M.S. (1985)

Mathematics

A.B., Geneva College; M.S., Oklahoma State University.

VIRGINIA STEINMETZ, Ph.D. (1986)

English

A.B. Wheaton College; A.M., Temple University; Ph.D., Duke University.

EDWARD STEPHENSON, B.Mus. (1987)

Music

B.Mus., North Carolina School of the Arts.

SALLY ZEIGLER THOMAS, Mus.M. (1983)

Music

Mus.B., Meredith College; Mus.M., Ohio State University.

ROBERT TROXLER, M.S. (1987)

Interior Design

B.S., M.S., North Carolina State University.

SAMANTHA VACENDAK, D.P.H. (1987)

Home Economics

B.S., Massachusetts State College; M.P.H., D.P.H., University of North Carolina at Chapel Hill.

PAMELA WHITLOW, Mus.B. (1977)

Music

Mus.B., Southern Illinois University.

EVELYN WILLIAMS, M.S.W., (1987)

Social Work

A.B., Duke University; M.S.W., University of North Carolina at Chapel Hill.

INGE WITT, A.B. (1976)

Music

A.B. Hons., London University; Elementary Certificiate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

LESLIE YOUNG, M.S. (1987)

Home Economics

A.B., University of North Carolina at Chapel Hill; M.S., University of North Carolina at Greensboro.

PAUL M. ZIPIN, Ph.D. (1982)

Business

A.B., Temple University; A.M., Pennsylvania State University; Ph.D., University of Connecticut.

#### FACULTY EMERITI

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HELENA W. ALLEN, M.Ed. (1952)

Assistant Professor of Health and Physical Education B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)

Associate Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

HAZEL BAITY, A.B., in L.S. (1941)

Librarian

A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

MARIE CAPEL, M.Ed. (1971)

Director of Career Services

A.B., George Washington University; M.Ed., North Carolina State University.

ROGER H. CROOK, Ph.D. (1949)

Professor of Religion

A.B., Wake Forest University; Th.M., Ph.D., Souther Baptist Theological Seminary; post-doctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

JANE G. DEESE, A.M. (1945)

Technical Services Librarian

A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

HARRY K. DORSETT, A.M. (1941)

Associate Professor of Education

A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

JAMES H. EADS, JR., M.S. (1958)

Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

SUZANNE FREUND, Ph.D. (1947)

Associate Professor of Foreign Languages Ph.D., University of Heidelberg.

KAY ANN FRIEDRICH, M.P.H. (1967)

Instructor of Home Economics

B.S., Michigan State University; M.P.H., University o North Carolina at Chapel Hill.

HELEN JONES, A.M. (1969)

Instructor of English

A.B., A.M. University of North Carolina at Greensboro.

MARY BLAND JOSEY, M.Ed. (1953)

Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State Jniversity; additional study, University of Reading, ingland.

SARAH McCULLOH LEMMON, Ph.D. (1947)

Professor of History

3.S., James Madison University; A.M., Columbia Jniversity; Ph.D., University of North Carolina at

MARGARET C. MARTIN, A.M. (1953, 1964)

Director of Alumnae Affairs

A.B., Meredith College; A.M., Columbia University.

MARIE MASON, Ph.D. (1969)

Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

TEWART A. NEWMAN, Th.D. (1973)

Professor of Philosophy

A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; post-doctoral study; Duke University, Northwestern-Barrett, University of Rochester.

CLEO G. PERRY, A.B. (1975)

Director of Alumnae Affairs

A.B., Meredith College.

OROTHY QUICK, B.S. (1970)

Circulation Librarian

3.S., East Carolina University.

VORMA ROSE, Ph.D. (1937)

Professor of English

A.B., Meredith College; A.M., University of North Carolina at Chapel Hill; Ph.D., Yale University.

CHARLES R. TUCKER, Ph.D. (1966)

Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Jouthern Baptist Theological Seminary; M.A.C.T., Jniversity of North Carolina at Chapel Hill.

EONARD WHITE, A.M. (1964)

Associate Professor of Art

A.B., A.M., University of North Carolina at Chapel Hill.

NGE WITT, A.B., (1976)

Adjunct Instructor of Music

A.B. Hons., London University; Elementary Certificate, acques-Dalcroze Institute through Carnegie-Mellon

Jniversity.

BETTY JEAN YEAGER, A.B. (1948)

aculty Secretary

A.B., Meredith College.

#### ADMINISTRATION - 1988-89

The date in parentheses indicates the year in which the individual joined the Meredith administration.

### Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)

President

LaROSE F. SPOONER, Ed.D. (1967)

Executive Assistant to the President

SHARON H. WOODLIEF, A.B. (1972)

Administrative Secretary

MARTHA C. HARRELL (1979)

Administrative Secretary

SARAH McCULLOH LEMMON, Ph.D. (1947)

Professor Emeritus and College Historian

# Office of the Vice President for Administrative Affairs

LaROSE F. SPOONER, Ed.D. (1967) Vice President

#### **Publications**

CAROLYN C. ROBINSON, A.B. (1958)

College Editor and Director

CAROLYN J. HILL, A.B., (1987)

Publications Specialist

**JOANNE COTA (1987)** 

Secretary

#### **Public Relations**

IEANNIE S. MORELOCK, B.A. (1988)

Director

JOANNE COTA (1987)

Secretary

#### Academics

Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)

Vice President and Dean of the College

ANNE E. PICKARD, A.A. (1974)

Administrative Secretary

Administration

MARGARET BALLARD (1988)

Secretary to the Faculty

GRACE BROCK (1987)

Secretary to the Faculty

DOTTY LOU GANDY (1979)

Secretary to the Faculty

CLETA JOHNSON (1988)

Secretary to the Faculty

NELL MegLAUGHLIN (1985)

Secretary to the Faculty

NANCY S. MOORE (1985)

Secretary to the Faculty

ALYCE PARKER-TOWNSEND (1986)

Secretary to the Faculty

MELANIE PHILLIPS (1988)

Secretary to the Faculty

REGINA ROWLAND (1988)

Secretary to the Faculty

#### Office of the Registrar

CARSON BRISSON, Ph.D. (1989)

Registrar

SUE TODD, A.B. (1968)

Assistant Registrar

SALLY CAMPBELL (1989).

Records Secretary

REBECCA COBLE (1989)

Records Secretary

ROBIN PITTMAN, A.B. (1989)

Records Secretary

#### Library

JANET L. FREEMAN, M.L.S. (1984)

College Librarian

EDWARD M. WALLER, M.S.L.S. (1986)

Technical Services Librarian

SUSAN SQUIRES, M.L.S. (1988)

Reference Librarian

JOHN W. KINCHELOE, III, M.A. (1985)

Media Specialist

JUDITH L. SCHUSTER, M.S.L.S. (1980)

Assistant Reference Librarian

LINDA G. BURTON, B.S. (1984)

Circulation Supervisor

ROBERT G. FRACKER, A.M. (1962)

Library Assistant, Technical Services

ALICE McNEIL (1976)

Library Assistant, Technical Services

**GERALDINE SARGENT (1978)** 

Secretary

MARGARET SEXTON (1975)

Library Assistant, Technical Services

CAROL SMITH, M.M., (1981)

Library Assistant, Music Library

FRANCES HANNAH (1977)

Library Assistant, Technical Services

DIANA R. McCLUNG (1987)

Library Assistant, Circulation

C. RICHARD McBANE, JR. (1986) Library Assistant, Media Services

#### Continuing Education

ELLEN M. IRONSIDE, Ph.D. (1982)

Associate Dean for Continuing Education

ANNE C. DAHLE, M.Ed. (1972)

Director, Re-Entry Program and Assistant to the Dea

E. PAGE POTTER, J.D. (1987)

Director, Legal Assistants Program

PENELOPE W. AUGUSTINE, M.Ed. (1988)

Director, Enrichment Program

SANDRA C. CLOSE, A.B. (1987)

Re-Entry Assistant

MARTHA FONVILLE, A.A. (1983)

Administrative Assistant

BETTY M. BASS (1982)

Secretary

#### **Graduate Studies**

CONNIESUE B. OLDHAM, Ph.D. (1988)

Dean

CARROLL B. SNODGRASS (1987)

Administrative Assistant

#### Honors Program

BERNARD H. COCHRAN, Ph.D. (1960)

Coordinator

#### International Studies

BETTY WEBB BREWER, Ph.D. (1974)

Coordinator

#### Academic Computing

RUTH ANN BALLA, M.S. (1987)

Director

usiness and Finance

ffice of the Vice President for Business and Finance

HARLES E. TAYLOR, JR., M.B.A. (1983)

ce President

NNE C. PUGH, A.B. (1977)

Iministrative Secretary

nancial and Benefits Services

ILLIAM F. WADE, Jr., B.S., C.P.A. (1986)

ontroller

CKI GAVIN, B.S. (1988) counts Payable Clerk

EATHER D. POLLARD, A.B. (1983)

yroll Technician

DNNIE FURMAN, B.A. (1986)

rsonnel Specialist

RISCILLA WOOD (1987)

counts Receivable Clerk

formation Services

LENWOOD SANDERSON (1981)

anager

**ATHERINE KESTERSON (1988)** 

stems Engineer

ampus Activities

ARIE MASON, Ph.D. (1969)

ordinator

ollege Store

RU M. HINSLEY, A.B. (1953)

anager

JTH L. GOWER (1959)

sistant Manager

ARY ANN REESE, B.S. (1984)

extbook Manager

LANCES GILLIS (1973) ore Clerk

entral Services and Printing
SIA GOODWIN (1979)

pervisor

wironmental Services

ARK SUTTLE, B.S. (1988)

anager

ARY W. LILES (1960)

nior Housekeeping Supervisor

JESSICA LaMONDA (1984)

Housekeeping Supervisor

LON AVENT (1972)

Electrician

LEE ADAMS (1978)

Grounds Supervisor

NELLIE PENNINGTON (1966)

Environmental Services Coordinator

Maintenance Staff

GALDINO AVILA

ALFONSO CASTENADA

THOMAS EDMONDSON

WILLIAM FINCH

JEFFERY HUNTER

DAVID JOHNSON

JAMES JONES

WILLIE KING

HOMER LILES

IAMES McDONALD

CHARLES MASON

ALFREDO MENDES

DARNELL SMITH

ROBERT REID

Housekeeping Staff

MARY ELIZABETH BELL

**CRAIG BRIDGES** 

DORIS CLINTON WILLIAM COOPER

WILLIAM COOI EX

CLARA DUNSTON

MARGARET GIBSON

LULA HARRELSON

DELORIS HARRIS

DOROTHY HINTON

WILLIE HOWARD

RETHA JEFFERIES

MADIE LITTLE

CYNTHIA McEACHIN-LAWS

**RUTH OWENS** 

LUCRETIA PETERSON

BARBARA ROBINSON

LOIS ROWLAND

BETTIE RUFFIN

MAMIE SANDERS

**NAOMI SANDERS** 

ANNIE RUTH SMITH

RUTH WILKERSON

Food Services (ARA)

MIKE BELLEFEUIL

Manager

#### Post Office

ELIZABETH CURRIN, A.B. (1987)

Postal Supervisor

CECELIA MILLER (1988)

Information Services Assistant

#### Security

DANIEL G. SHATTUCK (1972)

Chief

**JANICE SHATTUCK (1974)** 

Secretary

### Security Staff

W. W. ADAMS

**WORTH BAILEY** 

ALAN FORE

WILLIAM GRINER

LUTHER HUGGINS

SHERWOOD IONES

V.C. MEDLIN

THURMAN METHENY

TIMOTHY MORRIS

WILLIAM OLIVER

ROBERT SHATTUCK

CHARLES SOCKELL

AUBREY UNDERWOOD JOE WILSON

#### Communications

VIRGINIA KEMP

Communications Supervisor

ANGELA REED

Customer Service Representative

ROSEMARIE SORRENTINO

Switchboard Supervisor

# Student Development

# Office of the Vice President for Student Development

SANDRA C. THOMAS, Ph.D. (1974)

Vice President

MARY ANN BEAM (1988)

Administrative Secretary

# Office of the Dean of Students

DOROTHY J. SIZEMORE, M.A. (1980)

Dean

JANICE McCLENDON, A.B. (1983)

Administrative Assistant/

Coordinator of Housing

BECKY BRADSHAW (1988)

Residence Director

CHRISTI CAPPS (1989)

Residence Director

LIBBY MULLINNIX, B.M. (1987)

Residence Director

PAULA WILLIAMSON, B.A. (1984)

Residence Director

ELIZABETH WEBER (1987)

Residence Director

MARGE STEVENS (1986)

Residence Director

ANNIE RUTH TEW (1988)

Office Assistant

#### Office of Admissions

SUE E. KEARNEY, A.M. (1966)

Director

SALLY L. DAVIS, B.A. (1986)

Associate Director

MARIBETH C. CULLOM, B.A. (1989)

Records Manager

E. CARTER CHAFFIN, B.S. (1988)

Admissions Counselor

JEANNE S. COLEMAN, B.S. (1988)

Admissions Counselor

AUDRY E. KERR, B.S. (1988)

Admissions Counselor

GAIL E. CLARK (1989)

Processing Secretary

GLENDA J. HOFFMAN (1986)

Admissions Secretary

N. PHYLLIS RUDD, M.R.E. (1988)

Admissions Secretary

#### Office of the Campus Minister

SAMUEL BANKS CAROTHERS, M.Div. (1982)

Campus Minister

GAY ELLIOTT, B.A. (1983)

Secretary

# Career Services and Cooperative Education

GORDON W. FOLGER, M.A.Ed. (1987)

Director

MADRA N. BRITT, M.Ed. (1989)

Assistant Director of Career Services

BARBARA J. FICKLIN, B.A. (1987)

Assistant Director of Cooperative Education

MARY ELLEN PHILEN, B.A. (1985)

Office Manager

Administration

# Office of Student Activities 'YNTHIA ALLEN EDWARDS, Ph.D. (1987) Virector

ANIE ALBERGOTTI, B.S. (1989) ssistant Director

# Office of Scholarships nd Financial Assistance

DHN B. HIOTT, M.Div. (1968)

Pirector

LBERTA HAWES (1976)

ecretary

## Suidance and Counseling

INA ROBERTS, M.A. (1988)

'ollege Counselor

#### lealth Services

UTH PEARCE, R.N. (1980)

irector

ATRICIA BROOMHALL, M.D. (1980) hysician

DNEY MARTIN, M.D. (1972)

vicion

hysician

ırse

ERRI SMITH, R.N. (1989)

urse

#### nstitutional Advancement

RONIA THACKER, B.S., R.N. (1975)

# Office of the Vice President for Institutional Advancement

IURPHY M. OSBORNE, JR., Ed.D. (1988) ice President

JDY G. ESHLEMAN (1987)

dministrative Secretary
ERALDINE W. MYERS (1978)

cretary/Receptionist

JZANNE C. BENNETT, A.B. (1987)

nancial Records Secretary

#### orporate Relations

LLIE JO COCKMAN, A.B. (1985)

irector

#### Alumnae Affairs

DORIS A. LITCHFIELD, A.B. (1987)

Director

CHANDRA N. CHRISTIAN, M.A. (1987)

Director of Annual Giving

HENRIETTA F. BRAUN, A.B. (1987)

Secretary

LOLA K. BROWN (1989)

Secretary

#### Planned Giving

W. C. LYON, JR., B.S. (1984)

Director

## Cooperating Raleigh Colleges

ROSALIE P. GATES, Ph.D. (1981)

Director



#### **CAMPUS DIRECTORY**

JOHNSON HALL, named in memory of Livingston Johnson, is the administration building. It anchors the original campus quadrangle, built in 1926, when Meredith moved from downtown Raleigh to its present location in West Raleigh.

Offices of the president and the five vice presidents are located in Johnson Hall, as are those of the John E. Weems Graduate School, admissions, the dean of students, the registrar, accounting, publications/public relations, financial aid, and information services.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS house 140-170 students each. Most of the accommodations in these three- or four-story buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but offer comparable bath facilities. Some rooms on these floors house three students and some house one.

Telephones are available on each floor, and students may have phone service in their rooms. Each room is wired for cable television.

Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls.

The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield, Charles Edward Brewer; Wiliam T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family.

BELK DINING HALL is connected to most residence halls by covered breezeways. Built in 1928, it was dedicated in 1970 in honor of Carol Grotnes Belk.

FANNIE E.S. HECK MEMORIAL FOUNTAIN was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization.

HARRIET MARDRE WAINWRIGHT MUSIC BUILDING is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also

included in the building is the 175-seat Clara Carswell Concert Hall, named in honor of Mrs. Guy T. Carswell.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses a 700-seat auditorium/theater, a studio theater, offices for continuing education, and a writing lab. Jones Hall was first used in 1949.

COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the organ was installed in 1970. It is a three-manual, 35-rank concert instrument with classic voicing and was built by the Austin Organ Company.

SHAW FOUNTAIN is on the front center campus near the entrance to Johnson Hall. The six water spouts control 10 water height stages and are illuminated by multi-colored lights. Named in honor of Henry M. Shaw and his wife, Blanche M. Shaw, the fountain was dedicated in 1974.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. An island stage, separated from the amphitheater by a moat, is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith.

JONES CHAPEL, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and his wife, Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

ESTELLE JOHNSON SALISBURY ORGAN, installed in Jones Chapel, is named in memory of a member of Meredith's first graduating class of 1902. It is an encased mechanical-action instrument of 20 stops and 27 ranks. The two-manual and pedal organ was constructed in 1983 by the Andover Organ Company.

MAE GRIMMER ALUMNAE HOUSE includes offices of the Alumnae Association, a bedroom suite for guests of the College, and a reception room and kitchen for social events. For 36 years Mae Grimmer was executive secretary of the Alumnae Association, and the house is named in her honor.

CATE CENTER contains the 140-seat Kresge Auditorium, student-related administrative offices, the ollege store, Le Greenhouse Cafe, student government in publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Late, the center was dedicated in 1974.

SHEARON HARRIS BUILDING, constructed in 982, houses the departments of business administration and economics and mathematics and computer science. In addition to classrooms, seminar rooms, and faculty offices, the building contains two microcomputer aboratories, each of which makes available 15 or more ersonal computers. A time-sharing computer with ten erminals is located on the second floor. The building is samed in honor of the late Shearon Harris, who served a trustee for more than a decade and as Board of rustees Chairman for several terms.

COMPUTER FACILITIES include several nicrocomputer laboratories. The two main labs are ocated on the first floor of the Harris Building and ontain a variety of personal computers and printers. hey are used by students for assignments in English. usiness, math, computer science, and several other ourses. Smaller labs are located in Joyner and Hunter falls and are used by students in foreign languages, ome economics, and sociology, among other epartments. Also in Harris, a minicomputer laboratory ontains nine terminals for student use. This facility is sed mainly for statistical analysis and programming in variety of languages (Pascal, C, COBOL, FORTRAN, ASIC, and Assembly Language). Computer aboratories are staffed by student workers during osted hours.

GADDY-HAMRICK ART CENTER is a center for omen in art. Dedicated in 1987, it houses the Frankie. Weems Art Gallery, an art history theater, hotography darkrooms, and studios for drawing, ainting, graphic design, ceramics, printmaking, and art lucation. The center is named in honor of the late laude F. Gaddy, former Meredith trustee, and F.B. amrick, business manager of the College, 1929-43.

JOYNER HALL is a classroom building for most burses in education, English, foreign languages, history and politics, psychology, religion and philosophy, and sciology and social work. It also contains offices for culty, a small auditorium equipped with visual aids, minar rooms, a lounge, and a kitchen. The building as named for James Yadkin Joyner, who served as a ustee for 55 years.

CARLYLE CAMPBELL LIBRARY is named in honor. Meredith's fourth president, who served the College om 1939 to 1966. The building is equipped with study bles and carrels, has open stacks, a periodical room, rojection room, and private meeting rooms. The prary holdings total more than 127,000 volumes and

more than 700 subscription periodicals. Resources include print, microforms, film, video and audio recordings, and laser disc and computer software.

MARY E. YARBROUGH SCIENCE RESEARCH BUILDING, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

HUNTER HALL, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used for experimental purposes.

CARROLL HEALTH CENTER AND RESIDENCE HALL was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students and four rooms for three, two of which have a private bath and two which are joined by a bath. The first floor houses the health center, which has a nurse in residence and a doctor on 24-hour emergency call. The well-equipped health center contains eight beds.

CARROLL RESIDENCE HALL ANNEX houses 22 freshmen and two upperclass hall officers. Carpeted and air conditioned, Carroll provides twelve rooms for two students each and a hall bath.

ELLEN BREWER HOUSE is a residence used by the department of home economics in teaching home management. Named for Ellen Dozier Brewer, member of the faculty for 57 years, the house offers all the facilities of a home-like residence, including four bedrooms and baths, a student study, an office, a living room, a family room, and a kitchen.

WEATHERSPOON PHYSICAL EDUCATION-DANCE BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, and offices for the department of health, physical education, and dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used for entertaining students and other constituents of the College. The house is named in honor of Dr. Luther M. Massey and his wife, Vivian Dawson Massey, in appreciation of their service to Meredith.

FAW GARDEN, MARGARET CRAIG MARTIN GARDEN, AND CLEO PERRY GARDEN; TENNIS COURTS, PUTTING GREEN, and THE LAKE are areas that add beauty and interest to the campus.

#### LOCATION

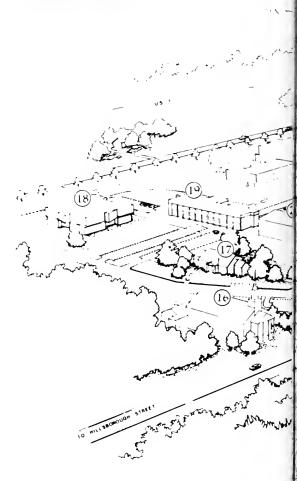
Located in central North Carolina, Raleigh, home of Meredith College, is a growing capital city of approximately 218,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and its 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue, an I-40 connector, and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1, and on the south by Hillsborough Street, which connects with Meredith's long front drive. Appropriate highway markings guide the visitor to Meredith. The Raleigh-Durham Airport, serving the major airlines, is only eight miles from the campus.

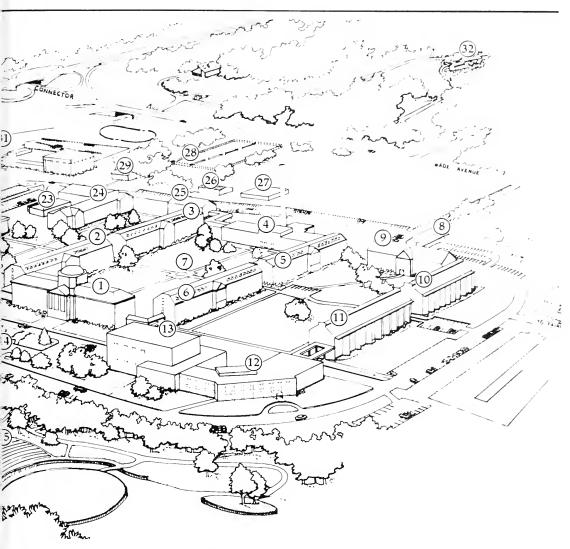
Raleigh is also the home of North Carolina State University. Approximately 25 miles away is Chapel Hill, site of the University of North Carolina. Duke University is 17 miles away in Durham. Wake Forest, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing at the beaches along the coast.

#### **CAMPUS MAP**



- 1. Johnson Hall (Administration Building)
- 2. Vann Residence Hall
- 3. Stringfield Residence Hall
- 4. Belk Dining Hall
- 5. Faircloth Residence Hall
- 6. Brewer Residence Hall
- 7. Heck Memorial Fountain
- 8. Maintenance Shop
- 9. Poteat Residence Hall
- 10. Barefoot Residence Hall
- 11. Heilman Residence Hall



- Harriet Mardre Wainwright Music Building 12.
- 13. Jones Hall (Auditorium, Drama, Writing Center, Continuing Education)
- 14. Shaw Fountain
- Elva Bryan McIver Amphitheater 15.
  - Christina and Seby Jones Chapel
- 7. Mae Grimmer Alumnae House
- Cate Center 8.

16.

- 9. Shearon Harris Business Building
- 10. Gaddy-Hamrick Art Center
- 11. Joyner Hall
- :2. Carlyle Campbell Library

- 23. Mary Yarbrough Research Center
- 24. Hunter Hall
- 25. Carroll Health Center and Residence Hall
- 26. Campus Security
- 27. Carroll Annex (Residence Hall)
- 28. Tennis Courts
- 29. Ellen Brewer Home Management House
- 30. Golf Putting Green
- Weatherspoon Physical Education-Dance 31. Building
- 32. Massey House (President's Residence)

## UNDERGRADUATE ACADEMIC CALENDAR

## Fall Semester – 1989-90

Arrival of new students Thurs, Aug. 17
Registration Mon., Aug. 21
Registration of freshmen
Classes begin at 5:30 p.mTues., Aug. 22
Opening Convocation Mon., Aug. 28
Last day to add a course Tues., Aug. 29
Last day to drop a course without paying . Tues., Aug. 29
Labor Day Holiday – no classes held Mon., Sept. 4
Last day to make grading changes Wed., Sept. 20
Last day to drop with a "W" grade Wed., Sept. 20
Midterm: Autumn recess begins at 5:00 р.м Fri., Oct. 13
Classes resume at 8:00 A.MWed., Oct. 18
Midterm reports due at noon Wed., Oct. 18
Cornhuskin'; no classes after 5:30 P.M Thurs., Nov. 2
Thanksgiving recess begins at 1:00 p.m Wed., Nov. 22
Classes resume at 8:00 A.M Mon., Nov. 27
Last day to withdraw from a course Wed., Nov. 29
Last day of classes
Reading Day, music juries Thurs., Dec. 7
Final Examinations
rmai Exammanons

# Spring Semester – 1990

Registration Classes begin at 5:30 P.MTues., Jan. 9
Holiday Mon., Jan. 15
Last day to add a course Tues., Jan. 16
Last day to drop a course without paying Tues., Jan. 16
Last day to make grading changes Tue., Feb. 6
Last day to drop with a "W" grade Tue., Feb. 6
Midterm: Spring recess begins at 5:00 P.M Fri., Mar. 2
Midterm reports due at noon Wed., Mar. 7
Classes resume at 8:00 A.M Mon., Mar. 12
Easter Recess begins at 5:30 P.M Thurs., April 12
Classes resume at 8:00 A.M Mon., Apr. 16
Last day to withdraw from a course Fri., Apr. 20
Last day of classes Fri., Apr.27
Reading Day; music juries Mon., Apr. 30
Final ExaminationsTues., May 1 - Wed., May 9
Commencement Sun., May 13

## Summer School – 1990

First session begins	Tues., May 29
First session ends	Sat., June 16
Second session begins	Mon., June 18
Holiday	Wed., July 4
Second session ends	
Third session begins	Mon., July 9
Third session ends	



Correspondence and Visits Enrollment for 1988-89

#### **CORRESPONDENCE AND VISITS**

The mailing address of Meredith College is 3800 Hillsborough Street Raleigh, North Carolina 27607-5298 The College telephone number is (919) 829-8600. The Meredith Fax number is (919) 829-2828. Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions. Academic records Office of the Registrar Admissions Office of Admissions Adult student information Continuing Education Alumnae matters Office of Alumnae Affairs Catalogue requests Office of Admissions Community educational services Continuing Education Educational programs Dean of the College Expenses Vice President for Business and Finance Financial assistance Office of Financial Assistance Graduate employment Office of Career Services Housing matters Dean of Students News items/publications Office of Public Relations/Publications Parents Association Director of Annual Giving Student Employment Office of Financial Assistance Student interests Dean of Students

Student reports Registrar Summer school Registrar Transcripts Registrar Vocational testing

Office of Career Services

#### **ENROLLMENT FOR 1988-89**

Fall 1988 Degree Candidates:	
(Bachelor of Arts, Bachelor of Science, and Bachelor of Music)	
Senior	447
Junior	356
Sophomore	386
Freshman	443
Re-entry	166
Total Undergraduate	1,798
Graduate (Master of Business Administration, Master of Education, and Master of Music)	
Graduate Students	209
Total Degree Candidates	2,007
Other students in credit courses	161
Students in non-credit courses	664
Total Enrollment, Fall 1988	2,832
Summer Enrollment, 1988	709
Students in credit courses by state	
Connecticut	1
Florida	5
Georgia	3
Indiana	1
Maryland	7
Massachusetts	1
Minnesota	1
Missouri	1
New Jersey	1 040
North Carolina	1,948
Ohio	5 5
Pennsylvania South Carolina	12
Tennessee	8
Texas	3
Virginia	144
International Students	14
	2,168
TOTAL	۵,100



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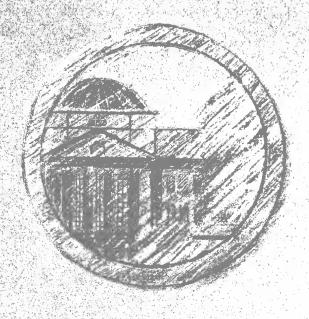












# meredith

1891-1991 Honoring Our Heritage...Expanding Our Vision



# **Contents**



# Introduction

# meredith

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## **CATALOGUE REQUESTS**

Requests for Meredith catalogues should be sent to

Office of Admissions Meredith College 3800 Hillsborough Street Raleigh, North Carolina 27607-5298.

A list for use in corresponding with other offices or departments may be found on page 191.

#### NONDISCRIMINATORY POLICY

Meredith College admits women students of any age, race, creed, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, creed, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, it does not discriminate

in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.

#### **ACCREDITATION**

Meredith College is accredited by the Southern Association of Colleges and Schools to grant the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. It has an approved American Dietetic Association Plan V program. Graduates of Meredith are eligible for membership in the American Association of University Women.

#### **CATALOGUE NOTICE**

Meredith College intends to adhere to the rules, regulations, policies, and related statements included in, but reserves the right to modify, alter, or vary all parts of, this document with appropriate notice and efforts to communicate such changes.



# A Centennial Message from the President

If this catalogue is your introduction to Meredith, its message—and mine—is to welcome you to this remarkable institution. The College is remarkable in many ways, one of which is her mission, as based on the vision of her founders and the aspirations of her first faculty and administration. "It is the aim of the University," declared the administration of 1899, "to furnish to the young women of the South educational advantages equal in extent and personal value to those enjoyed by the opposite sex at as moderate cost as possible."

Because 1991 is the centennial year of Meredith's charter by the Legislature of North Carolina, it seems appropriate that my message in this catalogue focus on the educational philosophy and resulting actions of those pioneers in education for women, as revealed in a similar publication of 1889-90. That catalogue is the earliest one on file in our archives. It reflects the accomplishments of the first year of operation and prepares the world to behold the promises of the second year in the life of Baptist Female University, later to become Meredith College.

Let me share with you from that first edition which reveals the ambitious early university structure of Meredith:

#### I. SCHOOL OF LATIN LANGUAGE AND LITERATURE

Applicants for admission are required to have a thorough knowledge of the forms and principles of syntax. They must have read four books of Caesar's Gallic Wars or their equivalent. Two years of preparatory work are necessary. Attention is given to sight reading throughout the course. Students will be examined before they enter.

#### II. SCHOOL OF GREEK LANGUAGE AND LITERATURE

All candidates for admission to the Junior Class must be prepared for examination on forms, elements of syntax, translation, and the rendering of easy English sentences into Greek. The necessary knowledge may be acquired from White's Beginner's Greek Book, or its equivalent, with one book of Xenophon's Anabasis. Reading at sight and weekly written tests are required in all classes.

#### III. SCHOOL OF ENGLISH LANGUAGE AND LITERATURE

The aim of this School is first, to give ability to write good English, second, to develop taste and good habits of reading through the cultivation of the appreciations, and third, to impart a knowledge of the origin and development of the English language and its literature and to develop the ability to criticise and interpret the best it contains.

#### IV. SCHOOL OF MODERN LANGUAGES

This School includes French, German and Spanish. There are two regular classes in each language. Special classes for more advanced work will be organized on demand.

The first year's work embraces a thorough drill in pronunciation, grammatical inflections, principles of syntax, and easy reading. Oral and written exercises are required with every lesson. Pupils are taught not only to translate and read, but, so far as is possible in given time, to speak the language studied.

The senior classes take up the more difficult principles of Grammar, giving special attention to irregular verbs, and idiomatic constructions.

President's Message



#### V. SCHOOL OF MATHEMATICS

It is the aim of this department to impart such instruction as shall conduce to conciseness of statement, accuracy of thought, and the habit of concentration. Original and practical work is required.

A short history of Mathematics, in the form of lectures and recitations, will be given in connection with the second year's work.

#### VI. SCHOOL OF NATURAL SCIENCE

The courses offered in Science aim to meet the needs of a general education, to give thorough preparation for further scientific work and to make clear the subject-matter of science, its principal divisions, its processes, its methods, its history and its relations to life and progress.

#### VII. SCHOOL OF MORAL PHILOSOPHY

The subjects of this school are treated from the historical, theoretical and practical points of view. The past and present theories are discussed, the steps by which they have been reached are considered, and their validity questioned and criticised. The aim is primarily to discipline the student to correct thinking, to introduce her to the courses of a knowledge of herself and God, and to establish, on rational and experimental grounds, the rules and principles of right conduct.

#### VIII. SCHOOL OF HISTORY AND POLITICAL SCIENCE

The preliminary requirements are United States History and Outlines of General History. Students will be received into the college classes only on certificates of proficiency or by entrance examinations.

The courses here outlined are intended to lead the student into the life of the past, for history is life, with its contagious enthusiasms and lessons; to bring her to see life whole in the progress of its ideas and institutions, and to so illuminate the human relations in their essential facts and causes as to serve not only as a means of general culture, but also as a guide to conduct.

#### IX. SCHOOL OF ART

The system of instruction in this School is the same as that adopted by the leading instructors of New York and Philadelphia, and corresponds to the work done in the Academie Julien, Paris.

It seeks to develop originality and encourage the individuality of the student.

Art and nature are brought together in a practical and critical way.

Talks on Art will be given regularly throughout the session, and lectures by specialists on leading Art subjects will be provided during the winter months.

#### X. SCHOOL OF MUSIC

Some acquaintance with music has now become a necessary element of education. As a science it opens a field of investigation most wonderful and beautiful while, as a medium for expressing the sublimest feelings of the soul, it is worthy of the thought and study of the most intelligent minds.

Graduate course includes the Study of Single, Double and Imitative Counterpoint, Fugue, Musical Form; Practice in Instrumentation and Composition, Study of Interpretation, Analysis, and the principles of expression in the execution of the great composers' masterpieces, and a closer familiarity with the characteristics of the various periods in music.

#### XI. SCHOOL OF EXPRESSION

The aim of this course is to correct bad habits of speech, to develop ease of manner and grace of body, to secure proper enunciation and pronunciation in reading aloud; to cultivate a taste for the best literature and become able to interpret to others; to develop the character and give harmonious cultural education to the individual.

#### XII. SCHOOL OF BUSINESS

The purpose of this school is to train young women thoroughly for serious work in the business world.

Degrees offered in those early years were the Bachelor of Arts and the Master of Arts. A year's tuition and fees totaled \$167.50.

The Baptist Female University was a century ahead of its time. It was the most unabashedly aggressive institution established during that era. Its intention was to project its students to the forefront of knowledge with a comprehensive and all-encompassing educational program.

Unlike other institutions of its day, which were dedicated to the education of women, Baptist Female University was not preparing dilettantes to entertain friends and neighbors on a Sunday afternoon in the front parlor;



rather, it was preparing its young women to make a substantial contribution to society and to assume leadership positions alongside their male counterparts. Nothing in the early catalogues indicates less than the goal of total equality.

The aspirations of today's faculty and administration indicate a strong commitment to the ideals of their predecessors. We, again, are unabashedly ambitious to be great. We have proven that we can and will provide the latest methods, newest techniques, and highest of technologies to accomplish our mission. Our commitment to quality is strongly reaffirmed and supported by every means we have at our disposal.

We look forward to Meredith's second century with an imagination sparked by her first one hundred years of greatness.

John E. Weems President

P.S. The photograph at the top of the previous page was copied from the 1899-1900 catalogue and shows the original building of Baptist Female University, predecessor of Meredith College, at Blount and Edenton Streets in downtown Raleigh.



# Meredith: Purpose and Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the Biblical Recorder, was named to chair the first committee and was a member of subseguent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including a new art center; the library; residence halls; a chapel; an administration building; a gymnasium; a college center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971;

Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

#### **PURPOSE**

The charter of Meredith states the purpose of the College as follows:

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

## **OPERATIONAL GOALS**

The College seeks to

- 1. educate women;
- 2. maintain an environment which
  - a. is supportive of Christian traditions and ideals,
  - b. fosters personal integrity, intellectual freedom, and academic excellence;
- 3. offer opportunities to join in a college community which
  - a. values its heritage and traditions,
  - b. promotes citizenship and leadership through participation in selfgovernance and in recreational, social, and religious activities,
  - c. fosters personal relationships,
  - d. is concerned for the well-being and development of each individual;
- 4. provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the arts, sciences, and humanities; and which enhance opportunities for employment and/or additional education. These programs include
  - a. a broad liberal arts component as the core of its undergraduate curriculum,
  - b. majors, minors, concentrations, and certifications,
  - c. graduate studies, and
  - d. continuing education;
- 5. provide opportunities for students through curricular and co-curricular experiences

- for learning and for service in the community beyond Meredith;
- offer programs and services and to open college facilities to meet educational and cultural need in the greater Raleigh community;
- 7. attract, develop, and retain a faculty who strive for excellence in teaching, scholarship, and artistic performance;
- 8. maintain, operate, and advance the College by providing
  - a. an administrative staff and a student development staff which will support the programs of the College,
  - b. physical facilities and equipment which will meet the needs of the institution,
  - c. financial resources for the operation of the College.

### A CHRISTIAN COLLEGE

Meredith is a women's college of high quality in the liberal arts—a college where commitment to God, to Jesus Christ, and to humanity provides the perspective which integrates the educational program and where the purpose is to provide experiences through which students may develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to prepare students to live responsibly in the contemporary world. In an atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals; to keep themselves

physically fit, to acquire an understanding of and appreciation for the arts, sciences, and humanities; to exercise creative imagination; to develop skills in analytical thought and communication; and to achieve a sense of life direction. Thus, students are prepared for graduate and professional study, for productive work in the vocations and professions, for leadership and responsible citizenship, for family life, and for leisure.

#### A COLLEGE FOR WOMEN

Meredith was founded on the premise that excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

In an environment conducive to self-discovery and development, Meredith educates women to lead in and contribute to society. In addition to sound academic instruction and opportunities for personal growth, the College offers special programs and study opportunities relevant to the needs of today's women. It also provides education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual member of the community.

#### STUDENT LIFE

For the most stimulating learning environment possible, Meredith seeks a diverse student body. The approximately 2,000 enrolled students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students who return to college to continue their education help create a heterogeneous classroom atmosphere, thereby enhancing communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication between students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience—one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers her students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of ex-

periences available on campus, they are also actively involved in the life of Raleigh, a city of more than 223,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County school system. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is home to more than 20,000 college students.

#### **FACULTY**

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic

policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 75 per cent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 45 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

#### CURRICULUM

Meredith offers a curriculum designed to assist the student-living and working as a free person within a community of learners-in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 30 majors. Elective courses may provide for further con-

Curriculum Individualized Study



centration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers six degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music.

#### **HONORS PROGRAM**

The Honors Program at Meredith is designed to offer the exceptionally bright and interested student the opportunity to engage in an enriched program of study. Through this program the intellectually gifted student is challenged to expand her power of thinking—analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction, and to develop the many facets of her whole being. (Details are on pages 65-67).

#### INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those courses listed in the catalogue.

Individualized Study Graduate Programs

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work with campus study. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount Manhattan College whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain and Switzerland whereby a student may earn a full semester's credit at approximately the same cost as on campus. Other options include residence at the University of Hull in England and departmentally-sponsored programs such as painting in Paris and language study in Angers. In addition, a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions.

#### **CONTINUING EDUCATION**

Meredith is committed to encouraging in each student an appreciation of human growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older—women who, as their lives unfold, continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special classes, seminars, and workshops (see page 71). They may undertake course work for academic credit leading to an undergraduate or graduate degree (see page 71), or they may earn certification in a jobrelated field (see pages 72 and 73).

The Office of Continuing Education helps adult women pursue these options at Meredith. In addition, it reaches out to the community as a whole with programs and services responsive to a wide variety of learning needs.

#### **GRADUATE PROGRAMS**

The John E. Weems Graduate School of Meredith College offers three master's degree programs: Master of Business Administration (MBA); Master of Education (M.Ed.); Master of Music (M.M.) in performance and pedagogy and in music education. Full information is contained in a separate catalogue, available in the graduate school office.

#### CAREER DIRECTION

Career opportunities for women are greater now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering 30 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, and with advice from their major department, students may custom design a cluster of courses which gives specific career direction to their required study in the arts, sciences, and humanities.

# **Pre-Professional Studies**

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

#### **Teacher Education**

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts. sciences, and humanities as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.



# Teaching Fellows Program

Meredith College is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, is designed to encourage talented high school students to enter a teaching career. Each year it subsidizes the college costs of up to 400 North Carolina high school students at selected colleges and universities that offer enriched teacher education opportunities for the recipients. Winners of the North Carolina Teaching Fellows Scholarship Loan awards will receive approximately \$5,000 per year from the State for each of their four years in college, provided they meet the program requirements. In addition, Meredith College will coordinate grant assistance to provide the difference between the \$5,000 award and the costs of tuition, room and board at Meredith for each enrolled Teaching Fellow. Additional information on the Teaching Fellows Program can be found on pages 44 and 70.

# Medical Technology and Physician Assistant

Meredith offers a degree program in medical technology in cooperation with the Duke Medical School and a degree program for the physician assistant in cooperation with Bowman-Gray School of Medicine of Wake Forest University. Details are available in the Department of Biology and Health Sciences, and on page 68 of this catalogue.

# Nursing Transfer Curriculum

Meredith's Bachelor of Science in Nursing Transfer Curriculum will enable currently licensed RNs to obtain the general education and science prerequisites needed for subsequent admission to BSN completion programs in other institutions. The curriculum is especially designed for women over 23 who hold an associate degree or diploma in nursing and who are seeking to prepare themselves for the professional level. For more information, see pages 61 and 68.

# **Professional Communications**

The Concentration in Professional Communications is a program offered through the Department of English for students interested in a variety of careers in communications, including journalism, broadcasting, public relations, and fund-raising. Though designed to emphasize the print media, this program can accommodate those students with interests in radio and television. More information is available through the Department of English and on page 69.

# Criminal Justice Studies

The Criminal Justice Studies Concentration at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the concentration as an accompaniment to any major. The Criminal Justice Studies Concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 164.





# Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national and ethnic origin, or handicap.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to her on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private

schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial assistance.

# FRESHMAN ADMISSION Requirements

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the \$25 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the \$25 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

# Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

The College will consider any applicant whose course preparation and academic per-

formance indicate her readiness for the academic program here. To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12, with at least 13 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include four units in English, mathematics courses through Algebra II, and credit in foreign language. Careful attention is given to the applicant's grade average in the academic subjects.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class over 65 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

## Scholastic Aptitude Test

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the SAT of The College Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 6200, Princeton, New Jersey 08541-6200. While SAT scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language or some other measure of competency may be requested in addition to or in lieu of SAT scores. (Foreign students, especially those who will be traveling on a student visa, should see page 28 for testing expectations.)



#### Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official. a teacher who has taught her in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions provides forms for the references to use in providing recommendations to support the application.

#### Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.)

After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in order that any special accommodations that might be necessary can be arranged by the College.

#### Interview

Although an admissions conference is generally not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 191.)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part

of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 42.)

# Early Admission

Meredith College will consider for admission students who wish to accelerate their studies by entering college after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as to her academic preparedness.

The College requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If not completed earlier, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

# Credentials for Adult Students

A woman 23 years of age or older, who wishes to enter a degree program, may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a prearranged program as a re-entry student (see pages 28 and 71). When a specified program is taken, the student is not required to file scores on the Scholastic Aptitude Test. In either case, students who have been out of the academic environment for some time are referred to the Office of Continuing Education, which provides appropriate advising and enrollment assistance.



# Early Decision Plan

A student who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan. Such a student must file her application by October 15 of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the SAT prior to her senior year.

The College takes action on early decision applications by November 15 and notifies each candidate immediately of the decision. Accepted students are required to make by December 15 a \$100 advance deposit, a non-refundable payment that applies toward freshman year expenses. (For information about applying for an early decision on financial assistance, see page 38.)

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. Such a student is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith. The Early Decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

# Regular Admission Plan

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a \$100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a \$100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

Freshman Admission Transfer Admission

#### Advanced Placement and Credit

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special departmental examination; an Advanced Placement Examination of The College Board; and/or a general examination or a subject examination of the College-Level Examination Program of The College Board. Further information about these opportunities may be obtained by writing the Office of Admissions.

# Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded

for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

#### TRANSFER ADMISSION

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, Bible or nurssing schools. There are particular procedures and requirements for applicants from these institutions. (See page 26.)

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See page 74, Residence Credit Requirements.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. (See page 65 for information regarding credit requirements for a second degree program.)

# Requirements

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and

physical education activity courses, is considered.

An applicant having less than 30 semester hours of transferrable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having 30 or more semester hours of credit may be required to present evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement. This procedure applies to an applicant who would have fewer than 18 hours that would meet general education requirements at Meredith (see pages 62-63).

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. (Information about the health record is found on page 21.)

# Credentials for Adult Students

A woman 23 years of age or older, who wishes to enter a degree program or resume one begun earlier, may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a prearranged academic program as a re-entry student (see pages 28 and 29). In either case, students who have been out of the academic environment for some time are referred to the Office of Continuing Education, which provides appropriate advising and enrollment assistance.

#### Procedure

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable \$25 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.



Applicants for fall or spring are responsible for having an official transcript sent to Meredith from each college, university, or other post-secondarfy educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. She is also expected to be recommended by her previous dean of students (or similar official), a college professor, and a third person of her choice. The admissions office provides forms for the references to use in providing recommendations.

Fall transfer application evaluation begins in late February if all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out as quickly as possible after the evaluation process begins. An accepted student for fall must pay a \$100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by late October if all required credentials are on file. Decisions continue on a rolling system of admission after the evaluation process begins. If accepted for the spring term, a student must pay a \$100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later.

# **Procedures and Requirements** for Students from Technical, Business, Bible, and Nursing Schools

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described on page 20. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted. (See page 81 for a description of the evaluation of credits from technical, business, Bible, and nursing schools.) Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

# **Evaluation of Credit**

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 80-82 for information about credit regulations. Special attention is called to the maximum credit accepted from a two-year college (66 semester hours), from a nursing school (35 semester hours), and from a non-accredited college or university (64 semester hours of provisional credit). Attention is also called to the statement about the minimum number of semester hours, including courses in her major fields, that a student must take at Meredith.

#### INTERNATIONAL STUDENTS

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report



International Students Re-Entry Student Admission

of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language, which is administered by The College Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. For her own benefit, the student should be certain that she has adequate health and accident insurance before traveling to the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to \$1,000, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Further information and application materials are available from the Office of Admissions.

# RE-ENTRY (ADULT) STUDENT ADMISSION

A student who is 23 years of age or older and is interested in completing a Meredith College degree may enroll as a re-entry degree candidate without fulfilling regular Meredith admission requirements. This student files an application in the Office of Continuing Education and has all official transcripts sent to that office. A student who has previously been enrolled in any post-secondary education program must have an official transcript sent from each institution attended. If she has had no post-secondary enrollment, the high school record or GED transcript is required. In some cases, secondary school records may also be required of students with post-secondary work.

An evaluation of all academic records is prepared, and the potential student meets with a re-entry adviser. A program of a maximum of 15 semester hours credit as a re-entry student is planned for her. Her performance on this prearranged program then becomes the primary criterion for subsequent confirmation of admission as a degree candidate.

To complete the admissions process, a reentry student must attain at least a 2.0 average in the courses attempted at Meredith. When the prearranged program is satisfactorily completed, the student files the second phase of her application, which includes a personal reference. Once the student is confirmed as a

degree candidate, she is assigned an academic adviser in the department associated with her interest area. Credits earned as a re-entry student are applicable to the degree requirements.

NOTE: A student applying for admission to the Bachelor of Science in Nursing Transfer Curriculum enrolls as a re-entry student through the Office of Continuing Education (see above). She must be a registered nurse holding an associate degree or a diploma in nursing. Evidence of current North Carolina licensure is required.

# RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. A special application, obtainable from the Office of Admissions, and a \$15 non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. (See page 86 for a description of the academic retention policy.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is readmitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental head.

A former Meredith student who is 23 years of age or older, and who has been out of the academic environment for some time, may be referred to the Re-Entry Program of the Office

Re-Admission of Former Students Special Admission Programs

of Continuing Education for appropriate advising and re-enrollment assistance.

#### PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

# SPECIAL ADMISSION **PROGRAMS**

# Non-degree Students

Non-degree students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

- 1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
- 2. A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student reg-

- isters in the Office of the Registrar on the opening day of the term.
- A college graduate wishing to pursue a teacher certification program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the certification program. (See II. B. on page 108.)
- 4. A student who is 23 years of age or older and not interested in completing a Meredith College degree may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term.

# Senior Scholars Program

High School senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

## **CONDITION OF ADMISSION**

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

#### ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (See page 51 for a description of the program and page 190 for the date new students are expected to arrive.) All freshmen and transfer students are expected to take part in the orientation program. Information about this program and the opening of residence halls is sent in late July to all new students by the Office of Dean of Students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of the residence halls is sent to the student after she is accepted for admission.

Continuing Education also sponsors a special orientation each semester for re-entry students.

#### SUMMER SESSION

During the summer, the College operates three three-week terms. (See page 190 for dates.) Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Students of other colleges and universities are also welcome, provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar.



# **Finances**

Meredith College attempts to keep student expenses at a minimum. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its programs at reasonable rates.

The College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall (see page 186 for a description of the residence halls), the cost of three full meals a day for seven days a week in the dining hall, and routine services from the infirmary. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

Each residence hall room is equipped with a telephone. There is no installation charge and no additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally-produced Meredith programs on three channels.

#### **TUITION AND FEES**

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Their tuition charges are determined by their course loads.

#### **Full-Time Students**

(12-18 credit hours and all resident students)

	Semester	Year
Resident Students Tuition	2,655	\$ 5,310
Room, board, and infirmary	1,310	2,620
5	3,965	\$ 7,930
Commuting Students Tuition	\$ 2,655	\$ 5,310

#### Part-Time Students

(1-11 credit hours)

Tuition (for credit or audit) .... \$160 per credit hour

#### Additional Course Fees

#### Credit in excess of 18 hours

\$160 per credit hour

#### Applied Music

Full-time students

1 half-hour lesson weekly \$80

2 half-hour lessons weekly \$160

Class lessons in piano \$70

Class lessons in guitar \$70

Tuition and Fees

Part-time students (for credit)	
Tuition of \$160 per credit hour plus the	
following fees:	
1 half-hour lesson weekly	\$ 80
2 half-hour lessons weekly	\$160
Class lessons in piano	
Class lessons in guitar	\$ 70
Part-time students (no credit)	
1 half-hour lesson weekly	\$ 210
2 half-hour lessons weekly	\$ 420
Class lessons in piano 1 hour per week	\$ 135
Class lessons in guitar 1 hour per week	\$ 135
Suzuki violin classes - 45 minute lesson	
weekly (group)	\$ 150
weekly (private)- 1 half-hour lesson	\$ 210
Pace piano classes - two 45 minute classes	
per week	\$ 290
Art	
Studio fees vary up to \$200 per course to cover expendable materials.	
Education	
EDU 439 – Student Teaching	\$ 150
Home Economics	
HEC 455 - Home Management	
Non-Residents	\$ 70
Married Students	\$ 25
Physical Education	
Equitation, golf, bowling, racquetball, and sr	ow
skiing.	
Fees are set at the beginning of each semester.	
Social Work	
SWK 402-1 – Field Experience	\$ 50
SWK 402-2 – Field Experience	\$ 180

#### **Auditing Courses**

Full-time students	no charge
Part-time students	\$160 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, art supplies, gym clothes, and other instructional expenses are not included in the above charges.

# Resident Damage Deposit

A Resident Damage Deposit of \$50 shall be paid by each resident student upon enrollment at Meredith College. The \$50 deposit, minus any charges, will be returned to the student upon graduation or withdrawal from the college.

Deposit funds are held in an escrow account and earned interest is credited to the Meredith College Parents' Association.

# Special Fees

Application fee for new students	\$	25
Application fee for students seeking		
re-admission	\$	20
Record evaluation	\$	5
Graduation fee	\$	50
Transcripts	0 e	ach
Breakage fee		
Students will be billed for unjustifiable d	am	age
to college property.		

#### Health services

Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Service is available to non-resident students for \$60.00 per semester.

# TERMS OF PAYMENT Payment Schedule

Application fee	5
Advance payment for all entering	
students	0

Students who are accepted on the Early Decision Plan must make payment on or before December 15. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable \$25 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning students ...... \$100
All returning resident students must make this deposit before February 15. The fee will be credited to the returning student's account. For resident students who withdraw after the payment of the deposit, \$85 will be refunded if the request is received by May 1.

Payments for tuition, room, and board are due in four equal installments (two per semester) as follows:

	Resident	Commuting
August 1	\$ 1,982.50	\$ 1,327.50
October 31	\$ 1,982.50	\$ 1,327.50
December 15	\$ 1,982.50	\$ 1,327.50
March 31	\$ 1,982,50	\$ 1,327.50
	\$ 7,930.00	\$ 3,965.00

Additional charges for course fees are due with the October and March payments. Statements are sent to students at their permanent address about two weeks prior to each payment due date

Certain overdue charges, such as library fines, security fines, and long distance telephone charges are added to student accounts for collection. They are due and payable immediately.

Financial aid is applied against charges to offset payments as follows:

One-half of the semester award of Federal loans and grants and Meredith administered scholarships is applied to each payment within the semester.

Non-Meredith administered loans (such as Stafford) and outside scholarships are applied when they are approved.

The North Carolina Legislative Tuition Grant reduces the amount of the October and March payments.

# North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1989-90 was \$1,150.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar.

# Deferred Payment Plan

For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment program is available through Academic Management Services, Inc. 50 Vision Boulevard, East Providence, Rhode Island 02914.

## Withdrawals

If a student withdraws or is dismissed from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop courses.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

If a student is receiving financial assistance, the accounting office first determines the total amount of refund that is in order according to the formula stated above and then prorates the amounts to be repaid to the various aid funds and, if applicable, to her or her parents. Refunds will be made to the following funds and sources in the sequence listed: (1) Perkins, (2) SEOG, (3) Stafford Loan, (4) Pell, (5) NC Contractual, (6) NCSIG, (7) Meredith, (8)

Terms of Payment Financial Assistance

NCLTG, and (9) Student. Meredith follows Federal and State regulations in determining the percentage and amount refunded to each of the funds. Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

# Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

#### FINANCIAL ASSISTANCE

Meredith offers a student assistance program designed to help meet the financial need of each student. All students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshmen and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational ex-

penses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, or handicap. A foreign applicant should consult page 28 for assistance available to students from other countries.

# **Principles and Procedures**The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith financial assistance application and a Financial Aid Form (FAF) to the College Scholarship Service (CSS).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated \$1,350 for books and supplies and miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for

Financial Assistance

1990-91 is \$9,280. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated \$3,400 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1990-91 is \$12,310. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by conferring with the financial aid officer.

# **Application procedures**

All students who wish to apply for any kind of financial assistance should proceed as follows *before February 15*:

- 1. Return a Meredith financial assistance application to the financial assistance office. This form is available from the Office of Admissions or, for the enrolled students, from the Office of Scholarships and Financial Assistance.
- 2. Complete the Financial Aid Form (FAF) and send it to the Princeton, New Jersey address as shown on the form. Designate Meredith (code number 5410) as an institution to receive the data. The FAF may be obtained from the high school counselor or from the college financial aid officer where the student is enrolled.

A freshman candidate who is applying for admission under the Early Decision Plan and who wishes an early decision on financial assistance should file her aid application before October 15 of her senior year. She will file a Meredith College aid application and and "Early Version" Financial Aid Form, both of which are obtainable from the Meredith Admissions Office. If these forms are received on time, she will be informed about her assistance by December 1. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that a student who received need-based financial assistance will be required to file a "regular" FAF by February 15.

An applicant for admissions should be aware that although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial assistance.

Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available at all college financial aid offices. It is the responsibility of the student to see that the form(s) is/are completed.

An application for financial assistance must be filed each year if the student wishes to receive financial assistance; between January 2 and February 15, for priority consideration. Applications filed after the priority date will be considered as funds allow.



#### The Award

The financial assistance office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

#### Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of assistance awards by December 1. Returning students can expect notification concerning awards by May 1.

# Payment of Award

Scholarships awarded by Meredith are credited to the student's college account. For federal grants and loans, receipts are issued to the student and held in the accounting office for the student's endorsement and crediting toward her account.

The accounting office issues monthly checks during the school year to students having campus jobs.

#### Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues to help her if her need persists and she is making satisfactory progress as specified in a statement available in the Office of Scholarships and Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

# Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial assistance office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her assistance application. Other responsibilities of an assistance recipient include completing

all forms and special applications requested by the financial assistance office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

# Types of Assistance Competitive Scholarships

# Meredith College Academic Scholarships

These awards are made available by gifts to endow scholarships to recognize students having superior academic ability, achievement and promise. Outstanding freshman candidates are selected to receive the awards, which were valued at \$2,500 per year in 1989-90. The scholarships are renewable for a total of four years years, provided the recipient maintains satisfactory academic progress in a full-

time program of study at Meredith College. At least five scholarship awards are available each year for entering freshmen having superior credentials. These awards will, in some instances, carry the name of a particular endowment fund.

# Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from \$500 to \$1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

Finalists in this competition will be invited to the campus on a Friday or Saturday in

March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

# Art Scholarships

Eleanor Layfield Davis Scholarship A.J. Fletcher Scholarship Ruby C. and Ernest P. McSwain Scholarship Lois Griswold Outland Scholarship

Each year two A.J. Fletcher Scholarships, one Eleanor Layfield Davis Scholarship, one Ruby C. and Ernest P. McSwain Scholarship, and one Lois Griswold Outland Scholarship are awarded to freshman applicants on the basis of talent. These scholarships vary from \$250 to \$1,250 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Art Scholarships Application in the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by February 15. On the basis of the portfolio reviews, the department selects finalists who will be invited to partcipate in a group exhibition and to interview with the art faculty on the campus on a Saturday in March.

An A.J. Fletcher Scholarship, an Eleanor Layfield Davis Art Scholarship, a Ruby C. and Ernest P. McSwain Scholarship, and a Lois Griswold Outland Scholarship are renewable annually, subject to the recipient's being a full-time student pursuing a major in art and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.



# Music Scholarships A.J. Fletcher Scholarships Robert H. Lewis Scholarship Music Talent Scholarship

Each year three A.J. Fletcher Scholarships, one Robert H. Lewis Scholarship, and three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarships are for \$1,250 per year. The Robert H. Lewis Scholarship is for \$1,500 per year. The Music Scholarship varies from \$500 to \$1,500 per year according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a Financial Aid Form to the College Scholarship Service.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical ability, previous performance, and potential achievement in the field of music. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music and the Performing

Arts; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

An A.J. Fletcher Scholarship, a Robert H. Lewis Scholarship, or a Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

# Meredith College Scholarship For Achievement in Writing

Meredith College makes available each year a scholarship for an entering freshman who participates in the state writing contest sponsored by the North Carolina Department of Public Instruction. The winner will be selected from the finalists in the North Carolina Writing Awards Program who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, we will give primary consideration to the ranking the student achieved in the statewide writing competition. Other factors that will be considered include standardized test scores related to verbal abilities: high school credentials, especially courses and grades in verbal-oriented subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Scholarship for Achievement in Writing is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall "B" average (3.000 G.P.A.) on work attempted in a full-time program of study.

# Meredith College Scholarship for Achievement in Mathematics

Meredith College makes available each year a scholarship for an entering freshman who is named one of the top 20 female finalists in the State High School Mathematics Contest, sponsored by the North Carolina Council of Teachers of Mathematics and the State Department of Public Instruction. The winner will be selected from finalists in the State Mathematics Contest who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, primary consideration is given to the ranking the student achieved in the statewide mathematics competition. Other factors that will be considered include standardized test scores related to mathematical and quantitative abilities; high school credentials, especially courses and grades in mathematically related subjects; and overall indications of likely performance at Meredith.

Financial Assistance

The amount of a Meredith College Mathematics Award is \$2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall "B" average (3.0 G.P.A.) on work attempted at Meredith in a full-time program of study.

## North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. In addition to the \$5,000 per year scholarship/loan provided by the State, recipients who enroll at Meredith will receive grants coordinated by the College to assure that tuition and room and board expenses are covered. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

To apply for a Teaching Fellows Award—a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she recieved the award—a North Carolina student must

 By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.

- 2. Provide all information requested in the application instructions and participate in any required interviews. At both the local-community and regional levels, interviews with a screening committee will be part of the selection process.
- 3. If applying for need-based financial assistance at Meredith, file a Meredith College Financial Aid Form (FAF) with the College Scholarship Service by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College. Teaching Fellows awards are renewable for each year provided the student meets all Teaching Fellows Program requirements. This includes maintaining a specified grade point average (2.0 for the freshman year and 2.5 for the subsequent years), pursuing a program leading to teacher certification, and participating in required curricular and cocurricular activities.

# General Scholarships

Meredith provides a number of general scholarships for entering and continuing students with financial need.

# North Carolina Contractural Scholarships

North Carolina Contractural Scholarships are available to eligible students through

funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the State. For a student to be eligible for such an award, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

## Acteen Studiact Scholarships

This scholarship program is available to North Carolina students who have advanced in the achievement plan of the Acteen missionary organization of Southern Baptist churches. The scholarship is for \$200 to \$400 per year, depending upon the Acteens achievement level the student has obtained.

Studiact Level of Achievement	Per Year Value	Four-Year Total Value
Queen or Service Aide*	\$200	\$ 800
Queen with a Scepter	\$250	\$1,000
Queen Regent Oueen Regent in	\$300	\$1,200
Service Service Aide**	\$350 \$400	\$1,400 \$1,600

Applications are available from Director of Acteens, North Carolina Baptist Convention, P.O. Box 26508, Raleigh, N.C. 27611-1107.

#### Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of \$100 on her expense for the year.

#### **Endowed Scholarships and Loans**

Friends of Meredith have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. The loan funds are used as needed for meeting financial need. Scholarships and loans are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship or loan.

Earnings from the following funds are available for loan purposes:

The Elizabeth Avery Colton Loan Fund The Louis M. Curtis Loan Fund The Dr. and Mrs. O.S. Goodwin Loan Fund The Mabel L. Haynes Loan Fund The Betty Hewlett Hurst Loan Fund The John W.M. Hicks Loan Fund The Mr. and Mrs. John Billingsley Ingram Loan

The Henrietta S. Jarman Loan Fund The Edna Tyner Langston Loan Fund The Masonic Loan Fund The Helen Josephine Neal Loan Fund The Old Student Loan Funds

The Olive Chapel Loan Fund

<sup>\*</sup>Service Aide independent of other levels of achieve-

<sup>\*\*</sup>Service Aide in addition to the other four levels of achievement

The William H. Reddish Loan Fund The Ada Middleton Stanback Loan Fund The W.A. Thomas Student Loan The William C. Vick Loan Fund

The following scholarships are also available:

James Larkin and Iona Mae Ballou Trust Dr.J.T.J. Battle Scholarship Mary Perry Beddingfield Scholarship Amorette Bryant Bolton Scholarship Fred C. and Irene Bonhardt Scholarship Annie and John Bostic Scholarship Charles Brewer Scholarship Love Belle Brewer Scholarship Margaret Highsmith Brown Music Scholarship James E. and Mary Z. Bryan Scholarship Maude Bunn Scholarship Ruth Deaton Burnett Scholarship Ernest F. Canaday Mathematics Scholarship Mrs. Earl N. Carr Scholarship Z.M. Caveness Scholarship Helen J. Clancey Memorial Scholarship Class of 1952 Scholarship Edwin S. and Goldie Coates Scholarship Inabelle Coleman Scholarship James L. "Hap" Collier Scholarship Norma Baker Cook Art Scholarship Beulah Rimmer Craig Scholarship Craig-Davis Honors Scholarship Hesta Kitchin Crawford Honors Scholarship Roger H. Crook Scholarship Anne C. Dahle Scholarships Katherine Gene Davenport Dapore Scholarship Essie Dale Hunter Dickson Scholarship Elizabeth James Dotterer Scholarship Jessie Ball Dupont Scholarship

Durham Corporation Education Endowment Fund Phyllis Edwards Scholarship Lucille Lawrence Ellis Scholarship Myrtle Hart Farmer Scholarship Farrior Sisters Scholarship Lucy Teague Fassett Scholarship Fiske-Rose Scholarship Nannie S. Gaddy Scholarship Lillie Grandy Scholarship Mae Grimmer Scholarship Addie Jones Hall Scholarship Fuller B. Hamrick Scholarship Shearon Harris Graduate Scholarship Mattie Jenkins Henderson Scholarship Ruth Hilliard Hensley Scholarship General Hugh B. Hester Honors Scholarship Paula Green Hester Honors Scholarship Ella Greenwood Holcomb Scholarship M.A. Horner Scholarship Endowment Mabel Andrews House Scholarship Nannie Willis Hunter Scholarship Catherine Watkins Isaacs Memorial Scholarship Hattie McCauley and Arthur James Scholarship Frances P. Jennings Scholarship Mary Lynch Johnson Scholarship Moses S. Jones Scholarship William W. Lawrence Scholarship Ida Belle Ledbetter Scholarship Rebecca Jean Morris Lewis Scholarship Margaret Hine Linville Scholarship Mangum Scholarship Mr. and Mrs. W.H. Matthews Scholarship Quentin Oliver McAllister Scholarship Mona Blevins McGilvray Scholarship Wilma L. McCurdy Scholarship Ralph McLain Memorial Award Mary Mac Stroud McLean Scholarship Margaret Mason McManus Scholarship

Charles E. Merrill Scholarship Emma Bronson Miller Fund Charles S. Mitchell Scholarship First Baptist Church New Bern Scholarship Jennie Reid Newby First Family Scholarship Nancy Newlin Memorial Scholarship Mary Crawford Norwood Scholarship Endowment Margaret Faucette Parker Music Scholarship Elizabeth Fleischman Patrick Scholarship Perry-Harris Scholarship Carolyn Peacock Poole Scholarship Cleo and Elwood Perry Honors Scholarship Ida Poteat Award Theodore Presser Scholarship Thomas B. Pruitt Scholarship Carlton Sylvester Prickett Scholarship Z. Smith Reynolds Scholarship Virginia Lancaster Robertson Scholarship Royster-Parker Scholarship Ellen Amanda Rumley Memorial Scholarship Endowment Dorothy Hunt Sides First Family Scholarship Ruth F. Singleton Scholarship Endowment Viola Jones Strickland Scholarship Oliver Larkin Stringfield Scholastic Fund Jane Watkins Sullivan Scholarship Emma Barber Towler Memorial Scholarship Martha Medlin Wardlaw Scholarship Wescott-Daniels Memorial Scholarship Lettie Pate Whitehead Scholarships Martha McKeel Whitehurst Scholarship Lena Mae Williams and Lena Stone Williams Music Scholarship Vida Thompson Williams Scholarship Duvall Williams Scholarship Ruth C. Wilson Scholarship

Annie Womble Scholarship

Wyford Scholarship Lucile Ward Yarbrough Scholarship

## **Campus Employment**

A variety of on-campus jobs provide a financial assistance resource in the form of campus employment. For the assistance recipient, the estimated earnings are included in her assistance award. Monthly compensation is paid directly to the student. Freshmen are generally not allowed to work on campus.



Financial Assistance

## Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled for at least six semester credit hours, and must be making satisfactory progress toward graduation.

#### **PELL Grant**

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. All assistance applicants must apply for a PELL Grant.

No separate application is required as the Financial Aid Form (FAF) to the College Scholarship Service serves as the application when it is properly completed. Following an analysis of the FAF a Student Aid Report (SAR) is sent to the student. The student is required to send the SAR to the Meredith Scholarships and Financial Assistance Office regardless of her eligibility.

# Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with analyzed financial need.

# Perkins Loan (formerly NDSL)

This program, funded by the federal government and administered by Meredith, makes available low-interest loans to students with financial need. A student is obligated to repay the loan with interest within a ten-year period. Repayment begins six months after graduation, at termination of study, or at reduction to less than half-time study.

# College Work-Study Program

Many of the students assigned to campus employment are participating in the federally-sponsored College Work-Study Program.

# Stafford Loan Program (formerly Guaranteed Student Loan)

Under this program, a student may be eligible to borrow as much as \$2,625 for each of her first two years of college and up to \$4,000 for the third and fourth years. The federal government will pay interest on the loan while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time. Any student attending Meredith may obtain an application by writing College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. If the student lives out of state, she may prefer to inquire about the source of applications from the Educational Assistance Authority for her state of legal residence.

#### Supplemental Loans for Students

Self-supporting students (by definition of federal law), graduate students, or a dependent student under special circumstances may apply for the SLS. Under this program there are no income restrictions, but the borrower must demonstrate ability to make the required monthly payments. The maximum yearly amount of the SLS is \$4,000. Applications and details are available from College Foundation, Inc.

#### North Carolina PLUS Loans

The North Carolina PLUS (N.C. PLUS) Program is part of the nationwide PLUS Loan Program established by Congress in 1980.

Parent(s) of dependent students may borrow under N.C. PLUS. Under this program there are no income restrictions, but the borrower must demonstrate ability to make the required monthly payments.

Parent(s) of a dependent student may borrow up to \$4,000 per year. Applications and details are available from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, N.C. 27605.

## North Carolina Legislative Tuition Grants

This entitlement grant is available to legal residents of North Carolina enrolled as fulltime undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1989-90 was \$1,150. (See page 36.)

#### North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., 1307 Glenwood Avenue Raleigh, North Carolina 27605. To apply, the student must list N.C. Student Incentive Grant (code number 0742) on her Financial Aid Form (FAF). College Foundation will send the eligible student a supplementary form to complete.

#### Vocational Rebabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina 27611.

# Veterans' Benefits

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.



## Student Life

The quality of student life at Meredith is important to its student community. There is a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of total education, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity - and the responsibility - students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues and student self-governance. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division for Student Development. Student support services include admissions, financial aid, dean of students, residence halls, residence directors, campus ministry, developmental counseling, student activities, guidance and

counseling, career services, health services, and community resources.

#### STUDENT ORIENTATION

An in-depth and diversified program of orientation for new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resources.

The *Student Handbook* is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

## CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Among the many such personalities Meredith students have heard in recent years are Dr. Alex Haley, author of Roots; the Hon. Jimmy Carter, former president of the United States; and Dr. Jane Goodall, scientist (world authority on primate behavior) and author; and Jules Whitcover, syndicated columnist.

Touring drama, music and dance companies such as The Academy Theatre, Yale's Society of Orpheus & Bacchus, and the Edith Stephen Dance Company also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area. Also Meredith College has a strong focus on dance instruction and performance with recitals each year such as the Bill Evans Dance Solo Performance and other Meredith and guest performance musicians.

Meredith students also perform in the Raleigh area and on tours. The Meredith

Chorus and the Meredith Chorale appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. The Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage. Recent offerings in the series have included A Little Night Music, A Christmas Concert, Man of La Mancha, Twelfth Night, Eudora Welty's Main Street, and Meredith Dance Theatre.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center or in the Rotunda Gallery of Johnson Hall.

Several on-campus social activities for students are coordinated through the efforts of the Meredith Entertainment Association, which works to bring a variety of entertainment to the Meredith campus. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.



#### STUDENT HONORS

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year; full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 85.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology

students, and Kappa Omicron Phi for home economics, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, Sigma Delta Pi for Spanish, Pi Delta Phi for French, and Pi Mu Epsilon for mathematics students.

Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs on Awards Day each spring. Student leaders who have excelled are also recognized on Awards Day.

#### STUDENT RESPONSIBILITY

The faith that Meredith places in her students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

Student Responsibilty Student Government Association

### Honor System

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

### STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the selfgoverning operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups—the elections, residence hall, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

## Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee, confers with the SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the Student Handbook. A condensation of the material in this publication is sent to all entering students in the summer prior to matriculation in August.

## Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct attention and study to the concerns and the well-being of the students; to give consideration to spiritual, recreational, and health needs of the students: to study and review student organizations;

and to review periodically all student regulations.

#### STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, three college publications are edited by students. *The Herald*, the student newspaper, is published weekly for the purpose of communicating information and voicing student opinion. *The Acorn*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. Some of the more active clubs and organizations on campus include Barber Science Club, Association for Black Awareness, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, Meredith International Association, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Chapter of the Student National Education Association, Young Democrats Club, College Republicans Club, Cooperative Education Club, American Society for Personnel Administration (ASPA), and Women in New Goal Settings (WINGS) for re-entry students.

#### Societies

Two societies on the Meredith campus exist as voluntary service and social organizations. Although having originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

#### **RELIGIOUS LIFE**

As a reflection of Meredith's Christian heritage, the College seeks to reinforce the students' development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of the students' lives. One such service is provision of the Christina and Seby Jones Chapel as a place for weekly campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the campus minister. The campus minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal problems.

The Wednesday worship services are an integral part of campus life and contribute to the spirit of the community as well as to campus spiritual life. The period from 10:00 to 11:00 a.m. on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are Religious Emphasis Week, the Staley Distinguished Christian Scholar Lecture Series, the Gullick Lectures in Christian Studies, and the Mary Frances Preston Lectures in Biblical Studies. Each of these annual events brings outside resource people to the campus to address pertinent matters of faith and to dialogue with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the campus minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

#### RECREATION

At Meredith a variety of recreational activities is available for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extra-curricular sports activities, with court space for games such as basketball,



Residence

volleyball, and badminton. The Weather-spoon Building also has an indoor swimming pool and a dance studio. A fully-equipped weight room is available for athletic training and general conditioning for the Meredith student. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, and a softball diamond. Nearby golf courses and ranges are often used by the students. The Meredith Recreation Association coordinates organized intramural activites, along with other special recreational events.

#### INTERCOLLEGIATE SPORTS

Intercollegiate sports are an important part of Meredith student life. Students have an opportunity to compete in five intercollegiate sports: golf, tennis, basketball, volleyball, and softball. Meredith is an active member of the National Collegiate Athletic Association (NCAA), Division III, which is a nonscholarship division. Competition is not limited to other Division III schools, nor is it limited to NCAA affiliated schools.

#### RESIDENCE

Meredith students under the age of 23 may choose to live on campus or to reside with their parents, husband, or (with special permission) a close relative. A limited number of senior and junior students and transfers accepted for those classes may, on occasion, be

given special permission by the dean of students to reside off campus.

Campus housing is available only to full-time students (carrying a minimum of 12 credit hours) under the age of 23. Any full-time student residing on campus who reaches the age of 23 during an academic year may complete that year on campus, but will not be eligible for on-campus housing thereafter, unless she entered Meredith prior to the age of 21 and is completing a continuous four-year academic program.

Seven residence halls are available for oncampus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are airconditioned; the newer residence halls are completely carpeted.

Freshmen are usually assigned to Carroll, Carroll Annex, Stringfield, and Vann Residence Halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the dean of students by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the latter part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their

responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as resident assistants of the other residence halls. Two resident directors are employed to live in the freshman residence halls and are available to students at all times; four other resident directors are available to the upperclass students.

## Non-Resident Student Life

The non-resident student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The fireside lounge in the Cate Center is designated for non-resident student rest, study, and relaxation. It is the center of non-resident student activity and communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events. Women in New Goal Settings (WINGS), the adult student organization, also holds its monthly meetings here.

Food is available in the snack bar in the Cate Center or the Belk Dining Hall.

#### COMPUTER SERVICES

The Harris Building houses two microcomputer laboratories. Each lab contains over 15 personal computers. A time-sharing computer

with ten terminals is located on the second floor. Other smaller laboratories are located in several of the classroom buildings.

#### **HEALTH CARE**

Health care is under the general direction of the director of health services. The Health Center is served on a regular basis by two local physicians with registered nurses on duty or on call 24 hours a day. The college physicians have designated office hours in the Health Center when students may see them. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to physicians off the campus or to family physicians. It is the purpose of the physicians and nurses to prevent illness by means of informing the students about good health practices.

#### COUNSELING

## Career Planning

The Office of Career Services, located in Cate Center, offers vocational counseling to students who are undecided about their courses of study or career plans and to those preparing for access to a career field. Information is available on employment, interviewing, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. Vocational interest tests may be taken if needed. A career planning

seminar, open to all students, is offered during the fall and spring semesters. Senior workshops and on-campus recruiting by employers are available to seniors as they begin to implement their plans for graduate study or careers.

## Academic Advising

The College provides guidance to students in the planning of their individual academic programs. See pages 77-79 for further details.

## Personal Counseling

Professional counselors are available to talk confidentially with any student who has a personal concern of any kind—academic, vocational, or social-emotional. In addition to the counseling service provided on campus, the counselors also have information about available off-campus resources which may be pertinent to students' needs. Students are encouraged to stop by the counseling offices any time during the day, or to call and arrange an appointment. The counseling offices are located on the second floor of Cate Center and in Jones Chapel.

## Personal Growth and Counseling Center

Located in Cate Center, the Personal Growth and Counseling Center is designed to help meet the needs of students for personal and group counseling opportunities. In a warm and relaxing atmosphere, students are encouraged to use the center's collection of reading materials and tapes. The counseling staff is available for personal counseling at the request of the individual student.

Programs encompassing a wide range of topics dealing with personal growth and development are also offered through the center.

#### Freshman Seminar

All freshmen are required to attend Freshman Seminar at 10 a.m. each Monday during the fall semester. Sessions are designed to enhance the academic, social, and personal adjustment of the student to college life.



# Academics: Programs and Regulations

Meredith offers three undergraduate degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 15 academic departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

The College also offers graduate degrees in business, elementary education, and music—the Master of Business Administration, the Master of Education, and the Master of Music. These degrees are designed to provide professional competence in the workplace. Complete information is contained in a

graduate catalogue available in the graduate school office.

#### **CHOICE OF CATALOGUE**

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence.

# DEGREE PROGRAMS Requirements for All Degrees

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted; (2) all courses attempted at Meredith; and (3) all courses attempted at Meredith in her major subject(s).

## Requirements for the Bachelor of Arts and Bachelor of Science Degrees

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of all of the capacities for human knowledge—

Degree Programs

sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 64.

## General Education Requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts, social and behavioral sciences, mathematics and the natural sciences, and health and physical education.

- I. Humanities and fine arts......27-30 credit hours
  - A. English composition . . . . . 3-6 credit hours Any student who makes a grade of "C" or better in English 111 meets the requirements for English composition. If a student makes a "D" in English 111, she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).
    - B. Foreign language ..... 6 credit hours (Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
    - C. Literature . . . . . . . . . . 6 credit hours
      - 1. A 3-hour course in major British authors
      - 2. A 3-bour course in English, American, or world literature; or any literature course in a foreign language.
    - D. Religion . . . . . . . . . 6 credit hours
      - 1. A 6-hour introduction to the Old and New Testaments or
      - A 3-hour introduction to Biblical

literature and history and one advanced 3-hour course in religion.

II. Social and behavioral sciences . . . . . . 12 credit hours

A. History of Western

Must include at least two of the following categories: economics, cultural, geography, sociology and anthropology, politics, psychology. Additional choices may be from any of the social and behavioral sciences, including history.

III. Mathematics and

natural sciences . . . . . . . minimum of 13 credit hours

- A. One laboratory course chosen from biology, chemistry, or physics......4 credit hours
- B. One course in mathematics . . . 3 credit hours
- C. Electives . . . . . . . . . . 6 credit hours
  (To be taken from two of the following: biology, chemistry, physical geography, physics, or mathematics)

IV. Health, physical education,

V. Capstone studies

General Education requirements marked in italics in the sections on humanities and fine arts,

social and behavioral sciences, and mathematics and natural sciences may be satisfied with a capstone studies course.

Note: Education methods courses may not be used to satisfy general education requirements.

#### **Major Requirements**

As soon as feasible, but no later than the end of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of certification. These must be indicated on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

The maximum number of hours which may be required for graduation in any major is eighty-five (85). Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 91-167.



#### Bachelor of Arts

American Civilization Mathematics Art Music Political Studies Biology Psychology Chemistry Religion Dance Social Work Economics English Sociology French Spanish Speech History International Studies Theatre

#### Bachelor of Science

Biology Health Science
Business Administration Chemistry Interior Design
Child Development Mathematics
Clothing and Fashion Merchandising Science
Foods and Nutrition Medical Technology

#### Bachelor of Music

Teacher education is described on pages 107-123.

Music Education

#### **Contract Majors**

Applied Music

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contract major. All contract majors must be approved by the Academic Council in two readings. A student

should plan her contract major as soon as possible, normally approved no later than her junior year. All contract majors should require a substantial number of upper-level courses. Applications must be made by forms available in the Office of the Registrar.

There are two types of contract majors:

#### 1. Departmental

Departmental majors include mainly courses within the respective department but may include supporting courses from other departments.

#### 2. Interdisciplinary

Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments and with the permission of the Academic Council. Departments will, in most cases, design these majors according to the following guidelines: (1) 36 semester hours, (2) a unifying theme, (3) a core-discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines, and (4) a three-hour senior project.

## Requirements for the Bachelor of Music Degree

Detailed requirements for the Bachelor of Music degree with a major in applied music, or music education are given on pages 149-151.

Degree Programs
The Honors Program

# Requirements for a Second Baccalaureate Degree

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

- 1. She must meet all the requirements for the second degree.
- 2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

### Minors

A student may choose to complete a minor area of concentration but she is not required to do so. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

#### THE HONORS PROGRAM

The Honors Program offers the intellectually gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately 20 entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest.

### The Honors Curriculum

The four-year honors curriculum of 28 credit hours represents one-fourth of the total number of hours required of all students for graduation at Meredith. It includes courses that expose the student to the breadth of

The Honors Program

human knowledge as well as in-depth study in selected fields. The program includes the following components:

#### Prescribed Honors Courses ...7 hours

To help participants learn to think rigorously and to communicate precisely, the following two courses are required:

### Honors Writing Course (3 hours)

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for the honors students. This course fulfills the English 111 requirement for graduation.

## Honors Laboratory Science (4 hours)

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. The special honors course will be rotated among the various optionsbiology, chemistry, and physics.

## Honors Colloquia . . . . . . . . 6 hours

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect - to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the descriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

## Honors in the Major Field . . . . . 6 hours

To heighten the participant's understanding of the knowledge skills and tools of her major discipline, each honors student will complete at least six credit hours in honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the depart-
- · Contractual work for honors credit in regular courses offered by the department
- Independent study in the major
- Additional honors colloquia beyond the

The Honors Program

Career Direction

minimum requirements, subject to the department's approval of their relation to the major field

#### Honors Elective ...... 6 hours

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as general education, major, or elective credit. Courses options include

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses
- Regularly scheduled courses for which the student contracts for honors work and credit
- Independent study

## Honors Thesis or Equivalent Project . . . . . . . 3 hours

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) concerned and the Honors Committee. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an

honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

#### CAREER DIRECTION

A firm grounding in the arts, sciences, and humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, criminal justice, accounting, and communications which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see pages 58 and 59).

## Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, nutrition, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

## Medical Technology Program

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Science degree. The program at Duke is a CAHEA-approved program, and graduates are eligible for national certification. Career opportunities in hospitals, labororatories, research, public health facilities, and educational institutions are widely available. (For specific requirements, see page 95.)

## Nursing Transfer Curriculum

Meredith College provides a special opportunity for RNs currently licensed in North Carolina to obtain the general education and science prerequisites for subsequent admission to BSN completion programs elsewhere. Such students who would hold an associate degree or diploma in nursing enter Meredith through the re-entry option provided by the Office of Continuing Education (see page 28). The transfer process is facilitated by advising which focuses on personal and career goals, and by consultation with three nearby BSN-granting institutions to select appropriate courses. (For more information, see page 17.)

## Physician Assistant Program

Meredith's physician assistant program involves three years at Meredith and completion of the first of two years in the CAHEAapproved program of Bowman Gray School of Medicine of Wake Forest University. Completion of (1) Meredith's program will result in the awarding of a Bachelor of Science degree with a major in health science, and (2) the second year at Bowman Gray and certification examination will result in certification as a physician assistant. Career opportunities as a health professional, under the supervision of a licensed physician, include: primary care practice, surgical specialties, emergency services, occupational health, geriatrics and nursing homes, etc. Physician assistants have been able to provide high-quality, costeffective medical care. (For specific requirements, see page 95.)

## **Professional Communications**

Coordinated by the Department of English, the Concentration in Professional Communications is an eighteen-hour concentration open to all students. Courses in graphic design, expository and technical writing, and speech may be combined with electives in photography, creative writing, journalism, and marketing. With faculty supervision, each student enrolled in the concentration will have the opportunity to hold an internship, frequently one designed for her interests and career goals. (Concentration requirements are on page 124.)

## Criminal Justice Studies

The Criminal Justice Studies Concentration at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy and pertinent social and historical forces are included. Students may complete the concentration as an accompaniment to any major. The Criminal Justice Studies concentration will enhance preparation for carees in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 164.



#### Teacher Education

Meredith College offers state-approved competency-based teacher education programs leading to initial North Carolina teaching certification in elementary education (grades K-6); middle grades education (grades 6-9); secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, reading, French, and Spanish; and occupational education: business and office education and home economics education (grades 7-12). Although all the teacher education programs are designed to prepare students for certification and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher certification in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and most other states.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching certificates in elementary education. Complete information about the programs can be obtained from the Education Department or from the John E. Weems Graduate School.

#### School Social Worker

Students who major in social work may also qualify for certification by the North Carolina State Department of Public Instruction as a school social worker. In addition to a specified minimum QPA and specified minimum scores on the National Teachers Exam. students must complete the following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 312 The Psychology of Exceptional Individuals, and SWK 405 Social Work in Public Schools. All the social work field experience must be completed in a public school setting. See the Department of Sociology and Social Work or the Department of Education for information on procedures for meeting requirements.

## Teaching Fellows Program

The Teaching Fellows Program offers talented North Carolina students who choose teaching as a first career option unique opportunities to participate in a program designed especially for the Fellows. Through advising, students will be directed toward parts of the Meredith Honors Program relevant to their program of study. Additional program emphasis includes leadership development, special events to acclimate students to college life, activities with school districts, extracurricular activities, and mentoring experiences.

Students are selected as Teaching Fellows through a statewide competition coordinated

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by the North Carolina Teaching Fellows Commission. Winners in the competition who enroll at Meredith each year will receive a scholarship/loan award from the State of North Carolina. Additional grant assistance is coordinated by the College to meet the full cost of tuition, room and board provided the award winners meet the program requirements. (For more information about the award, see pages 16 and 44.)

### CONVOCATION

Convocations for the entire Meredith community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural conversations. All students are expected to attend.

### CONTINUING EDUCATION

Continuing Education at Meredith provides access to programs designed to meet community-wide learning needs. A special focus is women, age 23 or older, who wish to begin or resume college work leading to the undergraduate degree. Opportunities for study, both credit and noncredit, are as follows:

# Re-entry/Academic Credit Programs

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 25) or through special admission as a reentry student (see pages 28 and 29). Because the re-entry option involves preadmission advising and an individually-tailored preliminary program, even those eligible for regular admission generally follow this special procedure. All students interested in pursuing the Nursing Transfer Curriculum enter as re-entry students

When the requirements of a preliminary program have been fulfilled, re-entry students complete the admissions process and are assigned a faculty adviser. The Office of Continuing Education continues to enhance their educational experience through a variety of support services and special activities.

## **Enrichment Programs**

Courses in the enrichment curriculum award Continuing Education Units (CEUs). One CEU is equivalent to 10 contact hours. CEUs are not academic credit and cannot be applied to degree work but are recognized na-

Continuing Education

tionwide by various agencies, institutions, and businesses for certification and advancement purposes. Many enrichment courses also carry Teacher Renewal Credits (TRCs) which can be used specifically for teacher recertification in North Carolina. The Enrichment Program focuses on the liberal arts, computer applications, financial planning, fitness, legal studies, and personal and career development for women responding to change in their lives. Special programs such as the Great Decisions Lecture Series offer additional learning opportunities. Most classes are in the evenings and all are open to Meredith College students on the same basis as to the community-at-large. Course listings and descriptions are available each semester in a special Continuing Education publication.

## Certificate Programs Legal Assistants Program

Legal Assistants, or paralegals, are persons with knowledge of the law and legal procedures who aid attorneys in their work. As skilled professionals, legal assistants are capable of performing many responsible and varied tasks delegated to them by an attorney.

Meredith offers a three-month postbaccalaureate summer program for those interested in new careers as legal assistants or for those whose current careers would benefit from some legal training. No specific undergraduate major is required. All students complete a core curriculum which provides instruction in legal concepts, terminology, and procedures; legal research and writing; the professional responsibilities of lawyers and legal assistants; and law office management. In addition, each student selects a specialty area of the law in which to concentrate. Specialty areas currently offered include civil litigation, real estate, and corporate law. Field trips help to define the roles and skills reguired of legal assistants in diverse settings, and research projects develop analytic and writing capabilities. Certificates are awarded to students who complete the program with a grade of B or higher in each course.

Employment possibilities for legal assistants are varied. While most paralegals work for private law firms, opportunities also exist with banks, corporations, and government agencies. Job responsibilities differ depending upon the kind of business or firm and its size and specialization. Training as a legal assistant provides instruction in basic legal principles and skills which can be transferred to many occupational settings.

The Legal Assistants Program at Meredith College was established in 1980 and is approved by the American Bar Association. Two of the core curriculum courses, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics (see page 138).

Continuing Education Individualized Options

#### **Cultural Resources Management**

Meredith offers an individualized, post-baccalaureate, part-time program for women interested in the field of arts management. Training is provided for administrative work with museums, arts councils, galleries, concert series, theatre and dance companies, and other cultural activities. The program builds on basic courses in the arts and humanities, adding a variety of management skills useful in nonprofit organizations. Internships develop professional contacts and appropriate applications. Upon successful completion of the program, Meredith awards certification.

# INDIVIDUALIZED OPTIONS Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 89.)

## Cooperative Education

Cooperative education is a plan whereby a student alternates periods of study at Meredith with periods of employment related to her career goals. Employment with cooperating companies and agencies is arranged

and approved by the Office of Career Services and Cooperative Education. Participating students are supervised by designated faculty members. Participants receive one to four hours of academic credit for each work experience.

## Cooperating Raleigh Colleges

Meredith, Peace, St. Augustine's, and St. Mary's Colleges and North Carolina State and Shaw Universities form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are utilized for general enrichment, to strengthen particular majors, to enhance career tra ning, and, in certain situations, to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser, and the head of the appropriate department. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number

Individualized Options



of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

## ROTC Opportunities through Cooperating Raleigh Colleges

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

## International Studies Meredith Abroad in Zurich and London

Each summer the College offers a course of study in selected foreign countries (currently Great Britain and Switzerland) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. Regular members of the college faculty form the core of the teaching staff, with special courses being offered by international experts. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many departments also provide special studies options.

#### Meredith Abroad— Special Summer Opportunities

Various departments regularly offer international studies programs. Recent options for foreign language study include summer programs in France, Germany, Mexico, and Spain. Art and history have regularly combined to offer students opportunities to study in a wide variety of venues, including Greece, Italy, Egypt, Turkey, and eastern Europe.

Recently the Department of Business sponsored a program in the United Kingdom; the Department of Education, in New Zealand; and the Department of Music, in western Europe.

#### Junior Year in England

Meredith has exchange programs with two institutions of higher learning in Hull, England, a Raleigh Sister City. Meredith juniors can apply for study at Humberside College of Higher Education or the University of Hull. Our exchange agreement with these institutions allows students to study in England at costs comparable to those at Meredith.

### Semester in Angers, France

Advanced French students may apply for study at the Université Catholique de l'Ouest in Angers, France through the Department of Foreign Languages.

#### Art Semester in Paris

Art students above the freshman level may apply for study in a traditional master-apprentice setting in Paris, France. Ten students are selected for this annual fall program.

## People's Republic of China

Meredith is a member of a consortium centered at Wake Forest University which sends students to China each fall semester to study Chinese language and culture. Interested students should contact the director of international studies.

#### Japan

Meredith has an exchange agreement with Obirin University in Tokyo. Students interested in studying Japanese language and culture should contact the director of international studies.

## Individual Participation in Programs of Other Institutions

The director of international studies assists Meredith students in learning about opportunities sponsored by other American colleges and universities and by international institutions.

#### **Drew University**

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Individualized Options
Summer Study

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

### American University

Through an arrangement with American University in Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

## Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice President and Dean of the College.

## Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

#### Visitation Credit

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student and will not have to apply for readmission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

#### SUMMER STUDY

Meredith conducts a summer session consisting of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

Academic Planning and Advising

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures written approval of her adviser, the appropriate department head, and the registrar for specific courses. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

## ACADEMIC PLANNING AND ADVISING

#### Academic Advisers

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program. Special advisers are appointed to assist in preprofessional planning.

#### Course Load

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

# The Freshman and Sophomore Years

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the general education requirements (pages 62 and 63) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the Academic Planning and Advising

same discipline without the permission from the head of the department concerned. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department concerned and make proper arrangements.



### The Junior and Senior Years

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at pre-registration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the dean of the College.

#### Graduation

Students may graduate in either May, August, or December, Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program. No exceptions are made.

## Graduate Record Examination

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s) through the Office of Career Services or at other established testing centers. Detailed information is available from academic advisers or in the Office of Career Services.

## Changes in Class Schedule

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. (See page 82, Grading System). All drops must be made no later than one calendar week before the last day of classes. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially, she will be treated as if she were still in the course and her grade recorded accordingly.

## Repetition of Courses

A student may repeat a course in order to improve the grade. The student should register for the course the next time it is offered. If repeated at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

#### Class Attendance

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

Credit Regulations

#### CREDIT REGULATIONS

#### Advanced Placement Credit

Advanced placement and credit are available in several departments. Entering students see page 24. Students in residence should apply directly to the department concerned or to the registrar.

### **Auditing Courses**

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

## Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith EDU 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: EDU 455, 456, 457, 458, ART 734, MUS 720, 721, 722, and any methods courses numbered 764.

A transfer student from a regionallyaccredited institution must complete at least 30 hours at Meredith. If a transfer student enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at Meredith.

A student who has a bachelor's degree from another institution and wishes to receive professional certification at Meredith in teacher

Credit Regulations, Grading System

education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department.

A student in the physician's assistant program will complete the last year of her work at Bowman Gray Medical School in Winston-Salem.

## Transfer Credit

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical, Bible, business, or nursing school should read the next section for information concerning the treatment of credit earned. A candidate from a nonaccredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. In order to validate provisional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from twoyear colleges is 66 semester hours and from nursing schools, 35 semester hours. Credits may not be transferred from noncollege affiliated nursing school programs to the Bachelor of Science in Nursing Transfer Curriculum.

## Credits from Technical, Business, Bible, and Nursing Schools

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually for provisional credit.

The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

## Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponosored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Coun-

Credit Regulations Grading System

cil on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

#### Old Credit

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate department head.

## Restricted Credit for Juniors and Seniors

Juniors may take as many as four semester courses numbered in the 100's. Seniors may take as many as two semester courses numbered in the 100's.

#### Credit in Music

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See page 154 for list of ensemble courses.)

### Credit in Physical Education

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education activity courses. Exceptions to the maximum of eight hours for students majoring in dance or minoring in physical education must be approved by the head of the Department of Physical Education and by the academic dean or registrar. When the physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

#### **GRADING SYSTEM**

Each course receives one official semester grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing with the Office of the Registrar. Additional requests for reports will be processed as transcript requests for which a fee will be required.

## Standard Grading

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

- A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
- B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
- C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
- D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
- P Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
- F Failure which may not be made up by reexamination.
- The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
- N An interim grade assigned when there is no report by the instructor.
- Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
- NF The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure.
- WP The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. Withdrawal from class with a WP mark is permitted at any time prior to one calendar week before the last day of classes.

- W The student withdrew from college or a course for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.
- Au The student completed a satisfactory audit.

#### Pass-Fail Policies

Some courses are taught only for pass-fail grading. A student may register for these courses during a given semester in addition to the following pass-fail options.

## **Pass-Fail Options**

sciences and health.

- A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics, and natural
- B. Physical education activity courses taken as a degree requirement are graded pass-fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass-fail in addition to other pass-fail options.

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Grading System
Academic Recognition

#### **General Regulations**

- Course content and requirements will be the same for P-F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
- In computation of grade point averages an F on a P-F course will be computed as hours attempted; a P will not be computed as hours attempted.
- When a student registers for the semester in which she elects the P-F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.
- 4. A student who changes her major to a department in which she has already taken P-F work may credit only one P-F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
- A student may elect the pass/fail option for a summer course for work taken at another college. This
  must be approved prior to taking a course.
- Responsibility for compliance with all rules governing the P-F system rests with the student.

## **Quality Point Ratio**

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

# ACADEMIC RECOGNITION Classification

Each student is classified on the following basis:

Classification	Semester Hours
	Credit
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above



#### Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

#### Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

- A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
  - 1. Meredith credits all courses taken at Meredith.
  - Total credits all courses taken at any institution, including Meredith.
- B. Students whose average is at least 3.2 quality points per semester hour are graduated *cum laude*; those whose average is at least 3.6 quality points per semester hour are graduated *magna cum laude*; those whose average is at least 3.9 quality points per semester hour are graduated *summa cum laude*.

#### RECORDS

#### Registration

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

### **Transcripts**

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. The \$2.00 fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

## SATISFACTORY PROGRESS, RETENTION AND SUSPENSION

To continue their enrollment at the College, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:\*

Minimum
Expected
Meredith QPR
1.35
1.65
1.85
1.90

Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A student on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for readmission and, if readmitted, re-enroll for any subsequent semester if space is available. A readmitted student is on probation and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the vice-president and dean of the College within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the vice-president and dean of the College to hear the appeal.

<sup>\*</sup> Students who are receiving financial assistance are required to meet additional standards of satisfactory acadmic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is available from the Office of Scholarships and Financial Assistance.

Satisfactory Progress, Retention and Suspension Official Withdrawal



The president of the College shall approve each suspension before it becomes effective.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time student.

### OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.



# Courses of Study

- Lower level courses are numbered in the 100's and 200's; upper level courses in the 300's and 400's; educational method courses in academic disciplines in the 700's; and special courses in the 900's.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The College does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

### SPECIAL STUDIES

Special studies courses are available in all departments in the following categories:

### 910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

### 920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

### 930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

### 940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

- 1. A course may be proposed by students or faculty.
- Each course must have the approval of the head of the department in which credit is given.

- Each course must have the approval of the dean of the College.
- 4. Approval for group study of special topics is granted on a one-semester basis.
- An approved group study course is listed in the schedule of courses offered, and enrollment is through the usual procedures
- Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
- 7. Up to four semester hours of credit may be granted for such courses.
- 8. The option may be pursued on multiple occasions.
- Special studies courses may be designated for passfail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

### INTERDISCIPLINARY STUDIES

Several departments intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

### **IDS 100 APPRECIATION OF FINE ARTS**

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts. This course is a prerequisite to ART 744 and MUS 744.

3 hours

### **IDS 200 WOMEN'S ODYSSEY**

This course offers an interdisciplinary exploration and explanation of the experiences of women, with attention Interdisciplinary Studies Career Studies

to historical, cross-cultural, and minority perspectives. Its purpose is to integrate the connections between education, selfhood, career, and family and to address the problems confronting women in modern life. Counts as an elective in the social sciences.

Spring

3 hours

### CAPSTONE STUDIES

A capstone course serves as a culminating experience to the general education requirements, focusing on thinking processes, broad synthesis of content, and values in action. There are three major components:

- 1. Instruction in critical thinking and communication
- 2. A synthetic overview of scientific and cultural changes in civilization; and
- 3. The study of contemporary or future problems produced by these changes.

Students will assume their responsibilities as citizens as they work in groups to use critical thinking skills, knowledge acquired in general education and their majors, and personal values to study a problem and implement a small, concrete, complete outcome, Prerequisites: ENG 111, 201; FL (6 hours); REL (3 hours); HIS 101 or 102 plus two social science courses; MAT (3 hours); Laboratory Science (4 hours); Humanities (3 hours). Open to seniors and second semester juniors.

### **CAP 400 HUMAN HORIZONS: PAST AND FUTURE**

An historical overview of cultural evolution provides a framework in which humans are viewed as unique among animals, because animals adapt to the world while humans adapt the world to themselves. Students review major advances in the sciences, the arts, and society. The emphasis is on examining the interaction between the social and moral climate with scientific and technological advances. After examining how humans have altered their world in the past, students work in task forces to question how humans are currently changing the world, and the resultant benefits, risks, and dilemmas.

NOTE: Check current registration information for additional course offerings.

### WOMEN'S STUDIES

Various departments intermittently offer courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

### CAREER STUDIES

### **CPS 101 CAREER PLANNING SEMINAR**

This course offers first- and second-year students the opportunity, through personal, interest, and skill assessment, to explore possible choices of major study and career fields. Pragmatic models for decision-making, goal-setting, and career-related strategies are presented and practiced. Panels of faculty and community professionals will provide exposure to a breadth of disciplines and vocations. Pass-fail grading only.

1 hour

### CPS 301 CAREER PLANNING SEMINAR

This course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessmant and occupational exploration. A structured learning environment, skill-building exercises, and career panels are used to introduce students to specific job strategies, and to the concepts of career development as a lifelong process. Pass-fail grading only.

### COE 302 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals alternating with academic study. Prereguisite: 60 semester hours of college credit. Pass-fail grading only.

1 to 4 hours

### COE 403 COOPERATIVE EDUCATION

Supervised professional full-time employment related to student career goals. Prerequisite: COE 302. Pass-fail grading only.

1 to 4 hours

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### ART

Professor Greene, *Head*; Associate Professor Bailey; Assistant Professors Harbison, and Short; Instructors Fitz-Simons, Greenberg, and Robinson; Adjuncts Banker, Beatty, Bell, Berry, Clayton, Downey, Fitz-Simons, Givvines, Kaponer, Long, and Reuer.

The department offers a Bachelor of Arts degree with a major in art to which can be added concentrations in several areas of studio art or art education certification.

The student who studies art at Meredith learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through courses in art history. Wherever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students.

All art majors are required to complete the core curriculum of 24 hours. The addition of three elective hours in art history and six elective hours in upper level studio courses meets the minimum requirement of 33 hours in art for the Bachelor of Arts degree. If the student wishes to pursue art as a profession she is encouraged to add a concentration of 21 hours of upper level art courses to the core which will allow for specialization and the development of personal style. Through the Special Studies Program a student may add even greater depth of experience to her program. Contract majors in art history, art management, and others are also possible for the student who desires a more specialized program.

Minors, consisting of 21 hours in art, are also available in a variety of concentrations. See the department head for details.

Students planning to enter graduate school are urged to consult early with the chairman of the art department in order to gain maximum preparation from the undergraduate program at Meredith.

# Requirements for a Major

The major in art shall consist of at least 33 hours in art including:

1. The core curriculum

The core curriculum
101 Drawing I
102 Drawing II
103 Basic Color and Design
104 Basic 3-D Design
100 Theory and Practice of the Visual Arts 2
(Freshmen only)
120 Introduction to Art History
322 Modern Art History
210 Painting I
492 Senior Project
(Exhibit, portfolio, or research)

Nine hours of electives in art courses numbered 200 or above, three of which must be in Art History

Total Hours

### Art Semester in Paris

Meredith art students may compete for the privilege of attending a semester of art study in Paris, France. A number of outstanding students are selected to spend a fall semester in our studio in Paris.

#### Art Concentrations

The Studio Art Concentration is designed for those students who intend to pursue the practice of the visual arts as a profession. The concentration provides adequate preparation for entrance into graduate school or for entering many fields as a professional. The concentration should be started by the second semester of the sophomore year or the first semester of the junior year in order to avoid delays in graduation and provide time for internships. This concentration will be stated on the student's final transcript as a specific studio area; i.e., painting, photography, graphic design, etc. A major in art with a concentration in Studio Art shall consist of 45 hours including (a) the core curriculum; (b) three additional elective hours in Art History; (c) 18 additional elective hours from the areas of Drawing, Painting, Sculpture, Ceramics, Interior Design, Crafts, Printmaking, Photography, and Graphic Design. These elective hours must include a minimum of nine hours in one studio area.

The Art Education Certification Concentration is designed for those students who wish to pursue the teaching of art as a profession. This concentration will result in certification by the State of North Carolina to teach art in grades K through 12. See specific requirements in the teacher education section of this catalogue.

# Curriculum

# Art History

### **ART 120 INTRODUCTION TO ART HISTORY**

A one semester lecture course designed to introduce students to great works of visual art of past and present civilizations, to be considered in historical sequence. Emphasis is placed on art of the Western world. As an aid to students in their full appreciation of art, attention is given to techniques and aesthetic principles. Required of art majors.

3 bours

# ART 220 INTRODUCTION TO NON-WESTERN ART

A survey of the visual art forms produced by societies other than those within the Western tradition.

Shours

### ART 320 ANCIENT AND MEDIEVAL ART

A comprehensive survey of art from pre-historic times through the early Gothic period. The civilizations of ancient Egypt, Mesopotamia, Greece, Rome, and the early Christian civilization through the Romanesque and Gothic periods will be focal points for discussion. Prerequisite: ART 120 or permission.

3 bours

### ART 321 RENAISSANCE AND BAROQUE ART

A comprehensive survey of architecture, sculpture, and painting from the early 14th through 18th centuries. Special emphasis will be given to the Italian Renaissance and the art of northern Europe. Prerequisite: ART 120 or permission.

3 bours

### **ART 322 MODERN ART**

A comprehensive survey of architecture, sculpture, and painting from the mid-18th century to the present day. Special emphasis will be given to the study of major movements in modern painting, including Classicism, Romanticism, Impressionism, Expressionism and Cubism. Contemporary art will be viewed through lectures and current exhibitions. Required of art majors. Prerequisite: ART 120 or permission.

Spring

3 bours

### Studio Art

(Studio fees are assessed for most studio courses.)

### ART 100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are encountered and discussed with regard to their practical application by the serious student of art. Art careers are discussed by professional artists in their work spaces. (For freshman art majors only or by permission.)

2 bours Fall

### ART 101 BASIC DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Required of art and interior design majors. Six studio hours per week.

3 bours

### ART 102 BASIC DRAWING II

An extension of the concepts and techniques encountered in Beginning Drawing I with an emphasis on the human figure and experimental drawing techniques. Prerequisite: ART 101.

3 bours

#### ART 103 BASIC COLOR AND DESIGN

Detailed analysis of the elements and principles of design with emphasis on solving problems involving the theory of color. Work in this course will be primarily two-dimensional. Required of art majors. Six studio hours per week.

3 bours

### ART 104 BASIC THREE-DIMENSIONAL DESIGN

Detailed analysis of the elements and principles of design as used in three-dimensional art work. Required of art majors. Six studio hours per week.

3 hours

### ART 301 LIFE DRAWING

A concentrated study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be taken more than once.

3 bours

### ART 210 BEGINNING PAINTING

An introduction to the basic techniques and media of oil painting. Visual problems will be encountered in a traditional approach to painting. Prerequisite: ART 101 and 103 or permission.

3 bours

### ART 310 ADVANCED PAINTING

An extension of the concepts and techniques encountered in ART 210 with an emphasis upon individual production and experimental techniques. Individual contracts are devised for each student. Prerequisite: ART 210. May be taken more than once.

3 bours

### ART 230 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting, and composition; darkroom techniques for making photograms, contact prints, enlargements, and manipulated prints; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours per week.

3 hours

### **ART 231 INTERMEDIATE PHOTOGRAPHY**

An extension of the concepts and techniques encountered in ART 230 with an emphasis upon experimental techniques and the pursuit of photography as a fine art form. Prerequisite: ART 230. May be taken more than

3 hours

### ART 330 ADVANCED PHOTOGRAPHY

The emphasis in this course will vary by semester through several professional dimensions of photography, including color photography, portrait photography,

photography for advertising, and photo journalism. Prerequisite, ART 230. May be taken more than once.

3 hours

#### ART 240 BEGINNING GRAPHIC DESIGN

An introduction to visual communication for industry through the study of typography, layout, and design. Emphasis on design and skill development, including layout and camera ready mechanicals that will be prepared for printing. Prerequisite: ART 103 or permission.

3 hours



### ART 241 INTERMEDIATE GRAPHIC DESIGN

An extension of the concepts and techniques encountered in ART 240. Emphasis will be placed upon the development of professional quality design, integrating skills into the conception, design, and layout of more advanced finished products. Prerequisites: ART 101, 103, and 240 or permission.

3 hours

### ART 340 ADVANCED GRAPHIC DESIGN

The emphasis will vary by semesters through several dimensions of graphic design, including advertising design, publication design, illustration, and computer graphics. Prerequisites: ART 240 and 241. May be taken more than once.

3 bours

ART 346 INTERIOR DESIGN

See HEC 346.

3 bours

ART 447 ADVANCED COMMERCIAL DESIGN
See HEC 447.

3 hours

ART 448 ADVANCED RESIDENTIAL DESIGN

See HEC 448.

3 hours

### ART 350 PRINTMAKING I

Emphasis on Intaglio and relief processes. Prerequisite: ART 101 and 102 or permission. Six studio hours per week. May be taken more than once.

3 hours

### ART 351 PRINTMAKING II

Emphasis on lithographic or stencil processes. Prerequisite: ART 101 and ART 102 or permission. Six studio hours per week. May be taken more than once.

3 hours

### ART 260 BEGINNING CERAMICS

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course.

3 bours

### **ART 361 ADVANCED CERAMICS**

An extension of the techniques and concepts encountered in ART 260. Emphasis will be placed upon gaining depth of experience in a more limited number of approaches. Prerequisite: ART 260. May be taken more than once.

3 hours

### **ART 265 SCULPTURE**

An introduction to the basic sculptural concepts through modeling, carving, casting, and assembling various sculptural media. Prerequisite: ART 104 or permission.

3 hours

### **ART 270 FIBER CRAFTS**

An introduction to the crafts of weaving, batik, and fiber printing as art forms.

3 hours

### Art Education ART 734 THEORY AND METHODS OF TEACHING ART

TEACHING ART
IN THE ELEMENTARY SCHOOL
(for art majors)

A study of the development of art education in American elementary schools. The relationship between creative behavior and child growth through the visual arts is developed through research and practicum situations. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements.

Fall 3 hours

### ART 735 THEORY AND METHODS OF TEACHING ART IN THE SECONDARY SCHOOL (for art majors)

A theoretical study of traditional and experimental methods of teaching art at the secondary level through research and practicum situations. Art hazards, curriculum development, and prospectus on the profession of teaching are among the topics covered. Attention is given to the creative visual development of all adolescents. The development of programs which deal with both the non-artist and the future artist is a priority. Prerequisite: 12 hours in art. May not be counted in the core or toward general education requirements. Spring

### ART 744 ART IN THE ELEMENTARY SCHOOL

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student presentations. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100.

2 bours

### ART 492 SENIOR EXHIBITION/PROJECT

All senior art majors should register for this course in the last semester of the senior year. A special exhibition of art work, a design project, or a research project is required to demonstrate the level of proficiency and expertise attained by the art graduate. Students in this course for exhibition will serve as gallery assistants in order to gain experience in the display of art. Graduation is dependent upon successful completion of this course.

1 bour

### BIOLOGY AND HEALTH SCIENCES

Professor Bunn, *Head;* Associate Professors Reid and Grimes; Assistant Professor Smith: Instructor Sullivan.

The Department of Biology and Health Sciences meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular basis which relates the field to the physical sciences, home economics, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

Goals of the department are as follows:

- to achieve a level of scientific literacy and analytical ability among students, which will prepare them to be responsible members of the biosphere,
- to encourage students to apply their knowledge of science to their personal lives and in their role as citizens.
- to encourage students to apply the logic learned in the study of science in developing a sound value system and philosophy.

The Department of Biology and Health Sciences also seeks to provide for its majors and minors a strong academic program in the biological and health sciences, which will prepare them for employment, post-graduate studies, and decision-making roles as informed members of society.

# Requirements for a Major

### **BACHELOR OF ARTS—Biology**

Thirty semester hours in biology, 12 semester hours in chemistry, and at least four hours in mathematics are required in this degree program.

### **Required Courses**

- 1. BIO 101, 141, 102, 142, 334, 344, and One course from each of the following:
  - a. BIO 331 and 341 or 231
  - b. BIO 222 and 242 or 214 and 245
  - c. BIO 211 and 241, 311 and 346 or 234 and 244
  - d. BIO 321 and 345\* or 322 and 342
- 2. CHE 111, 141, 112, 142, 221, and 241
- 3. MAT 211
- 4. Biology electives 3 hours

### **BACHELOR OF SCIENCE—Biology**

Thirty-six semester hours in biology, 16 semester hours in chemistry, eight hours in physics, and a minimum of seven hours in mathematics are required in this degree program.

### **Required Courses**

- 1. BIO 101, 141, 102, 142, 331, 341, 334, 344, and One course from each of the following:
  - a. BIO 499 or special studies to total two hours
  - b. BIO 321 and 345° or 436 and 446
  - c. BIO 222 and 242 or 214 and 245
  - d. BIO 323 and 343 or 322 and 342
  - e. BIO 211 and 241 or 311 and 346 or 234 and 244
- 2. CHE 111, 141, 112, 142, 221, and 241 and One course from

CHE 222 and 242 or 436 and 446\*\*

- 3. PHY 211, 241, 212, 242
- 4. MAT 211 and
  One course from
  MAT 212 or 245
- 5. Biology electives 2 hours

### BACHELOR OF SCIENCE— Medical Technology

Twenty-four semester hours in biology, 16 semester hours in chemistry, and at least four hours in mathematics are required in the program at Meredith before entering Duke University for the completion of the program. A student must have completed 98 semester hours at Meredith before entering Duke. (See pages 68 and 69.)

### Required Courses at Meredith

- 1. BIO 101, 141, 102, 142, 331, 341, 334, 344, and one course from each of the following:
  - a. BIO 322 and 342 or 321 and 345
  - b. BIO 222 and 242 or 214 and 245
- CHE 111, 141, 102, 142, 221, and 241 and one course course from CHE 222 and 242 or 436 and 446
- 3. MAT 211

The student must complete the medical technology program at Duke University Medical Center.

### **BACHELOR OF SCIENCE—Health Science**

Twenty semester hours in biology plus prerequisite courses and a concentration of a minimum of 18 hours in one of the following: chemistry, home economics, or psychology. A student must have completed 98 semester hours at Meredith before entering Bowman-Gray School of Medicine. She must also have completed a minimum of 500 hours of clinical experience through community internships, co-op programs, or as a volunteer.

Students who choose BIO 321 and 345 may not choose 322 and 342.

<sup>\*\*</sup> BIO 436 and 446 is the same course as CHE 436 and 446.

# Required Courses at Meredith

- 1. BIO 101, 141, 102, 142, 331, 341, 334, 344, 322, and 342
- 2. Concentration of a minimum of 18 hours in one of the following areas:

CHE 111, 141, 112, 142, 221, 241, 222, 242, and PHY 211 and 222

HEC 124, 227, 428, 429 and electives to total 18 hours

PSY 100, 200, 210, 312, 322, and 330

The student must also successfully complete the first year of the Physician Assistant program at Bowman-Gray School of Medicine.

# Requirements for a Minor

Twenty hours of biology, including BIO 101, 141, 102, 142, and 12 hours in upper division biology courses.

### Curriculum

### BIO 101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include: biology at the cellular and subcellular levels, vertebrate physiology and anatomy with an emphasis on man, and biology of the flowering plants. Three lectures per week.

3 hours

### **BIO 141 GENERAL BIOLOGY I LABORATORY**

Laboratory exercises designed to illustrate the principles considered in BIO 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Dissection of a preserved frog is reauired. Corequisite or Prerequisite: BIO 101.

1 bour

### **BIO 102 GENERAL BIOLOGY II**

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Corequisite: BIO 142. Three lectures per week.

3 hours

### **BIO 142 GENERAL BIOLOGY II LABORATORY**

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics. Dissection of preserved invertebrate animals is required. Corequisite: BIO 102. Meets two hours per week.

1 bour

### **BIO 211 ADVANCED PLANT BIOLOGY**

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: BIO 101, 141, 102. Corequisite BIO 241. Three lectures per week. 3 bours Fall, odd years

### **BIO 241 ADVANCED PLANT BIOLOGY** LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: BIO 211. Three laboratory or field trip hours per week.

1 bour

#### **BIO 214 PARASITOLOGY**

A comprehensive investigation of protozoan, helminth, and arthropod parasites. Special emphasis will be given to those of medical and veterinary importance. For each parasite organism, consideration will be given to taxonomy, morphology, life cycle, ecology, geographic distribution, host-parasite interaction, and pathology. In addition, the social, cultural, and economic aspects of human parasitic disease will be considered. The larger topic of symbiology will be introduced. Prerequisites: BIO 101, 141, 102, and 142. BIO 222 recommended. Corequisite: BIO 245. Three lectures per week. 3 hours Spring, odd years

**BIO 245 PARASITOLOGY LABORATORY** 

Students will examine prepared slides, living specimens, and preserved specimens of parasitic animals. The techniques of parasitology will be covered, including egg sedimentation, life cycle studies, animal necropsy, specimen fixation, slide preparation, and the use of taxonomic keys. Corequisite: BIO 214. Three laboratory hours per week.

1 bour

### **BIO 222 INVERTEBRATE ZOOLOGY**

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity, and continuity. The ecological and economic importance of invertebrates will be emphasized. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 242. Three lectures per week.

2 bours

### **BIO 242 INVERTEBRATE ZOOLOGY** LABORATORY

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis will be placed on the observation of living animals.

Students will be required to rear or culture five species of invertebrates (one protozoan, one cnidarian, three insects). In addition, experience in using and constructing dichotomous keys will be given. Field trips are a possibility. Corequisite: BIO 222. Three laboratory hours per week.

2 bours

#### **BIO 231 FOUNDATIONS OF GENETICS**

A presentation of the basic concepts of genetics, emphasizing Mendelian inheritance as a background for discussions of molecular aspects of gene function. Examples for these lectures will include human as well as other animal, plant, and microbial systems. Prerequisites: BIO 101, 141, 102, or equivalent. Recommended, MAT 110 or equivalent.

Fall, even years

3 bours

#### **BIO 234 PRINCIPLES OF ECOLOGY**

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisites: BIO 101, 141. Corequisite: BIO 244. Three lectures per week. Spring, even years 3 bours

### **BIO 244 PRINCIPLES OF ECOLOGY** LABORATORY

Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Coreguisite: BIO 234. Three laboratory or field trip hours per week.

1 hour

### BIO 301 THE SCIENTIFIC LITERATURE

See CHE 301.

1 bour

### **BIO 302 EXPERIMENTAL DESIGN**

See CHE 302.

1 bour

#### BIO 311 HISTOLOGY

A survey of mammalian tissues and organs at the light and electron microscope level, and a comprehensive review of the general principles of microscopy and microtechnique. A visual approach to the science will be used. Prerequisites: BIO 101, 141, 102, and 142. BIO 321 recommended. Corequisite: BIO 346. Three lectures per week.

Spring, even years

3 hours

### **BIO 346 HISTOLOGY LABORATORY**

A light microscope survey of mammalian tissues and organs. Students will study a comprehensive set of prepared slides and will be responsible for tissue and organ recognition and critical interpretation. The students will be introduced to the basics of microscopy

and microtechnique. Corequisite: BIO 311. Three laboratory hours per week.

1 bour

### **BIO 321 COMPARATIVE** VERTEBRATE ANATOMY

A course in the comparative morphology of protochordates and vertebrates. The sequence of study will include protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ-systems. The evolutionary and developmental history of vertebrates will be of major importance. Prerequisites: BIO 101, 141, 102, and 142. Corequisite BIO 345. Three lectures per week. Fall 2 hours

#### **BIO 345 COMPARATIVE** VERTEBRATE ANATOMY LABORATORY

A vertebrate dissection course. A comparative systems approach will be used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course will include the microscopic and gross examination of hemichordates and protochordates. Corequisite: BIO 321. Three laboratory hours per week.

2 hours

# **BIO 322 HUMAN ANATOMY AND PHYSIOLOGY**

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Prerequisites: BIO 101, 141, 102. Corequisite: BIO 342. Three lectures per week.

Spring

3 bours

#### BIO 342 HUMAN ANATOMY AND PHYSIOLOGY LABORATORY

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Corequisite: BIO 322. Three laboratory hours per week.

1 bour

#### **BIO 331 GENETICS**

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101, 141, 102. Recommended, MAT 110 or equivalent. Corequisite for biology majors: Genetics laboratory (BIO 341). Three lectures per week.

Fall

3 hours

### **BIO 341 GENETICS LABORATORY**

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite:

MAT 110 or equivalent. Corequisite: Genetics, BIO 331. Three laboratory hours per week.

1 bour

### **BIO 323 VERTEBRATE PHYSIOLOGY**

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and musclenerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Prerequisites: BIO 101, 141, 102; CHE 111, 112. Corequisite: BIO 343. Three lectures per week.

3 bours

### BIO 343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in digestion, blood analysis and circulation, respiration, excretion, and neuromuscular preparations. Some dissection of preserved and fresh animal organs will be required as necessary to understand organ functions. Corequisite: BIO 323. Three laboratory hours per week.

1 bour

### **BIO 334 MICROBIOLOGY**

A general study of bacteria and viruses with emphasis on the application of the principles of bacteriology to clinical, industrial, food, and medical areas. Recommended for chemistry majors. Prerequisites: BIO 101, 141, 102, 142, and CHE 111, 112, and 221. Corequisite: BIO 344. Three lectures per week. Spring 3 hours

### **BIO 344 MICROBIOLOGY LABORATORY**

A series of laboratory exercises designed to acquaint students with the techniques used in studying microorganisms, including aseptic, staining, and culturing techniques. Students learn the application of these techniques in industrial, food, and medical areas. Students are required to isolate, characterize, and identify an organism from the environment. Prerequisites: BIO 101, 141, 102, 142, and CHE 111, 112, and 221. Corequisite: BIO 334. Three laboratory hours per week.

1 bour

### **BIO 400 RESEARCH**

See CHE 400.

1 to 3 hours

### **BIO 421 EMBRYOLOGY**

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: BIO 101, 141, and 102. Corequisite: BIO 441. Three lectures per week. Fall, odd years

3 bours

#### BIO 441 EMBRYOLOGY LABORATORY

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material will be used whenever possible, and histological techniques will be used for preparation of individual slide sets. Coreguisite: 421. Three laboratory hours per week.

1 hour

### **BIO 436 BIOCHEMISTRY**

A study of the chemistry of biological systems involving metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: CHE through 221, and BIO 101, 141. Also offered as CHE 436. Three lectures per week.

Spring 3 hours

### BIO 446 BIOCHEMISTRY LABORATORY

A collection of laboratory exercises designed to provide practical exposure to some of the general principles of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Corequisite: BIO or CHE 436. Three laboratory hours per week.

1 bour

### BIO 499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only. 1 bour

### SCI 764 THE TEACHING OF SCIENCE

A course for students seeking teacher certification in science (6-9) or biology (9-12). Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction. Three lectures per week. Spring 3 hours

Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Also, students interested in veterinary medicine may take required courses for that program as well.

Students who wish advanced study or research in biology should consult with the department head and arrange for it through the special studies options listed on page 89.

### **BUSINESS AND ECONOMICS**

Associate Professor Spanton, *Head*; Professor Frazier, *the Irving H. Wainwright Chair of Business*; Associate Professors Ammann, Bledsoe, Crew, Johnson, Oatsvall, and Wakeman; Assistant Professors Baker, Shuey, Spencer, and Wessels; Instructors Hanner, Lackey, and Lippard; Adjuncts Huggard and Johnston.

The department offers a B.S. degree in business administration with concentrations in accounting, economics, management, and marketing, a B.A. degree in economics, and the Master of Business Administration (MBA). Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration.

### Minors

The department also offers minors of 21 hours each in accounting, business administration, economics, finance, management, and marketing; these minors are available to complement majors in other departments only.

The Accounting Minor includes a core of BUS 230, 231, 334, 335, and any three electives chosen from BUS 332, 333, 434, 437, 438, or 454.

The Business Administration Minor includes a core of BUS 230, 346, ECO 210, 211, and any three electives chosen from BUS 231, 366, 448, 454, 490, ECO 310 and 311.

The *Economics Minor* includes a core of ECO 210, 211, 310, 311, and any three electives chosen from ECO 324, 364, 434, 435, 455, 456, BUS 490, 491, 492, or 494.

The *Finance Minor* includes a core of BUS 230, 231, 490, 491, ECO 211, and 311, and one elective chosen from BUS 332, 333, 334, 335, 492, 494, and ECO 210, 455, and 456

The *Management Minor* includes a core of BUS 230, 346, 366, 446, 448, ECO 211, and one elective chosen from BUS 231, 384, 466, 468, ECO 210 or 364.

The *Marketing Minor* includes a core of BUS 230, 346, 366, 465, 468, ECO 211, and one elective chosen from BUS 231, 384, 454, 466, 467, ECO 210 or 311.

# Requirements for B.S. Degree in Business Administration

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentration.

The core consists of the following courses: ECO 210, 211; BUS 230, 231, 346, 366, 490; and MAT 245 (or equivalent).

### **Business Concentrations**

The Accounting Concentration prepares candidates for the Certified Public Accountant (CPA) examination and for entrance into a public or private accounting career. In addition to BUS 230 and 231 included in the core, students who elect this concentration must take BUS 333, 334, 335, and 434 plus 12 additional hours selected from BUS 332, 435, 436, 437, 438, 454, 457, and 491, or other accounting courses, approved by the department head.

The *Economics Concentration* affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions or government agencies. In addition to ECO 210 and 211 included in the core, students who elect this concentration must take ECO 310, 311, BUS 499 and 15 additional hours chosen from approved economics and business courses numbered 300 and above, or related courses, approved by the department head.

The Management Concentration provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields. In addition to the core courses, students who elect this concentration must take BUS 332, 499 and 18 additional hours from business and economics courses numbered 300 and above, or related courses, approved by the department head.

The *Marketing Concentration* permits students to focus on those content areas most likely to enhance access to entry-level marketing positions such as direct selling, marketing research, advertising, and marketing planning. In addition to the core courses, students who elect this concentration must take BUS 332, 465, and 499 and 15 additional hours selected from BUS 448, 454, 466, 467, 468, 491, 494, ECO 311, or related courses approved by the department head.

# Requirements for B.A. Degree in Economics

Candidates for the Bachelor of Arts Degree in Economics must take 15 hours in the prescribed core of ECO 210, 211, 310, 311, MAT 245, and 15 more hours in approved economics or related courses for a total of 30 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

# Requirements for Master of Business Administration Degree

Details of the M.B.A. program are published in a separate graduate catalogue. Information is available from the department office or from the graduate school office.

# Certification

The department offers courses to prepare a student for the Basic Teaching Certificate in Business Education, as defined by the North Carolina Department of Public Instruction. Students seeking teacher certification pursue a specified series of additional courses. Students seeking certification should consult the department head.

# Curriculum Accounting

### **BUS 230 PRINCIPLES OF ACCOUNTING I**

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

3 bours

### **BUS 231 PRINCIPLES OF ACCOUNTING II**

The application of accounting principles to partnerships and corporations, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: BUS 230.

3 bours

#### **BUS 332 MANAGERIAL ACCOUNTING**

The analysis of financial data for managerial decisionmaking; interpretation of accounting data for planning and controlling business activities. Prerequisite: BUS 231.

3 bours

### **BUS 333 COST ACCOUNTING**

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisites: BUS 231 and 332 or 334.

Spring

### **BUS 334 INTERMEDIATE ACCOUNTING I**

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short, intermediate, and long-term obligations; and investments. Prerequisite: BUS 231.

Fall 3 bours

### **BUS 335 INTERMEDIATE ACCOUNTING II**

A continuation of BUS 334, featuring topics such as income measurement and valuation issues related to stockholder's equity: long-term liabilities; special sales methods; accounting changes; pensions; and income tax allocations. Related professional literature will be analyzed. Prerequisite: BUS 334 with a C or better grade.

# **BUS 434 FEDERAL TAXATION OF INDIVIDUALS**

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: BUS 231. Fall

3 bours

# BUS 435 FEDERAL TAXATION OF CORPORATIONS AND PARTNERSHIPS

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates and trusts. Prerequisite: BUS 434.

3 bours Spring

### **BUS 436 SELECTED TOPICS IN ACCOUNTING**

A study of professional presentation and disclosure requirements concerning the following: dilutive securities, deferred compensation plans, leases, foreign currency transactions and translation, pensions, and statement of cash flows: discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisite: BUS 335.

3 bours Fall

### **BUS 437 ADVANCED ACCOUNTING**

A study of financial accounting for complex business relationships, including business combinations, consolidated financial statements, partnerships, and governmental funds. Prerequisite: BUS 335.

3 bours Fall

### **BUS 438 AUDITING**

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, control, professional ethics, and legal responsibility. Related materials of professional importance will be used. Prerequisite: BUS 335.

3 bours Spring

### **Economics**

### ECO 210 MACROECONOMIC PRINCIPLES

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

3 bours

#### ECO 211 MICROECONOMIC PRINCIPLES

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

3 bours

### **ECO 310 AGGREGATE ECONOMIC ANALYSIS**

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium. Prerequisite: ECO 210. Fall

### **ECO 311 PRICE THEORY**

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maximization under different market structures. Prerequisite: ECO 211.

Spring

3 bours

### ECO 324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas and philosphies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO 210 and 211.

Fall, alternate years

3 bours

### **ECO 364 LABOR ECONOMICS**

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisites: ECO 210 and 211.

Fall

3 bours

#### **ECO 374 CONSUMER ECONOMICS**

An analysis of intelligent consumer decision-making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. No credit given in major for business and economics. Also offered as HEC 374.

3 hours

### **ECO 434 INTERNATIONAL ECONOMICS**

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO 210 and 211.

Fall

3 bours

### ECO 435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, U.S.S.R., Great Britain, Japan, China, India, and the Common Market countries. Prerequisites: ECO 210 and 211.

Spring

3 bours

### ECO 455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211.

Spring

3 hours

### **ECO 456 PUBLIC FINANCE**

A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Prerequisites: ECO 210 and 211.

Spring, alternate years

3 hours

### **Finance**

### **BUS 490 CORPORATION FINANCE**

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit-maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ECO 211, BUS 231, and MAT 245.

3 bours

# BUS 491 INTERMEDIATE FINANCIAL MANAGEMENT

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long and short term financing. Prerequisite: BUS 490.

Spring

3 hours

# BUS 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS 490.

Fall

3 hours

Rusiness and Economics

### Marketing

### **BUS 366 PRINCIPLES OF MARKETING**

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

3 bours

### **BUS 465 MARKETING RESEARCH**

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS 366 and MAT 245 or equivalent.

Fall

3 bours

### **BUS 466 SALES MANAGEMENT**

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to customers and to the ultimate consumer, and the management of the sales function. Students will be required to make sales presentations. Prerequisites: BUS 346 and 366.

3 bours

# BUS 467 ADVERTISING AND SALES PROMOTION

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS 346 and 366.

3 bours

### BUS 468 MARKETING MANAGEMENT AND PLANNING

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS 346 and 366.

3 bours

### Management

### **BUS 110 FUNDAMENTALS OF BUSINESS**

A survey of business, introducing major operations of a firm, including marketing, production, finance, and human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward major in the department.

3 hours

### **BUS 346 PRINCIPLES OF MANAGEMENT**

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

3 hours

### **BUS 384 BUSINESS COMMUNICATIONS**

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting.

3 hours

### **BUS 446 HUMAN RESOURCE MANAGEMENT**

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS 346.

3 bours

### **BUS 448 ORGANIZATIONAL BEHAVIOR**

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisites: junior standing; BUS 346.

3 hours

### **BUS 454 BUSINESS LAW**

A study of the legal practices and principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society.

Fall

3 hours

### **BUS 457 ADVANCED BUSINESS LAW**

A study of the main principles of law affecting the conduct of trade and industry; this includes an intense examination of the Uniform Commercial Code (sales, negotiable instruments, and secured transactions) as well as the study of business corporations and partnerships. Prerequisite: BUS 454.

Spring

3 hours

### **BUS 480 BUSINESS INTERNSHIP**

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Planned seminars. Limited to senior majors. Pass-fail grading.

3 bours

### **BUS 494 DECISION ANALYSIS**

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics

covered will include: decision-making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: MAT 245 and BUS 346.

Spring, alternate years

3 bours

### **BUS 499 BUSINESS POLICY**

An in-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Required for management, marketing, and economics concentrations.

3 bours



### Other

### **BUS 764 TEACHING OF BUSINESS**

Methods and materials for teaching business subjects in the secondary school; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. May not be counted toward a major in the department.

'all

3 bours

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the department bead and arrange for it through the special studies options listed on page 89.

# CHEMISTRY AND PHYSICAL SCIENCE

Professor Shiflett, Head; Professor Bunn; Associate Professor Lewis; Assistant Professors Birkin and Hassett.

The chemistry and physical science department attempts to prepare students for a variety of goals in life. The courses and programs offered by the department are designed to provide students with

- an appreciation and understanding of the scientific method as a tool for understanding nature and ourselves,
- opportunities to develop and improve problem solving skills,
- a basic knowledge of the various areas of the physical sciences and the career opportunities available in these sciences,
- opportunities to develop good laboratory skills,
- the knowledge and skills which will be important in achieving career goals and in understanding the background involved in today's technological issues.
- familiarity with the scientific literature and current search techniques, and
- an awareness of the need for continued learning.

The department offers introductory courses in chemistry, physics, and physical geography to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degreé has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in the Cooperative Education program.

The requirements for minors in chemistry, chemical physics, and geography are available in the departmental office.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: CHE 111, 112, 221, 222, and 350.

# Requirements for a Major CORE CURRICULUM

- 1. CHE 111, 112, 221, 222, 350, 499 (with corequisite labs)
- 2. PHY 211, 212 (with corequisite labs)
- 3. MAT 211

### **BACHELOR OF ARTS**

- 1. Core Curriculum
- At least 22 hours in chemistry courses numbered 200 or above
- At least 3 hours in mathematics numbered 200 or above

### BACHELOR OF SCIENCE

- 1. Core Curriculum
- At least 28 hours in chemistry courses numbered 200 or above and including CHE 420, 430, 440
- 3. MAT 212 and 6 additional hours in mathematics at the 200 level or above
- 4. BIO 101 or CSC 201

# Curriculum

### Chemistry

### CHE 111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141.

3 hours

### CHE 141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111.

1 bour

### CHE 112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142.

3 hours

### CHE 114 COLLEGE CHEMISTRY

A continuation of fundamental concepts of chemistry with emphasis on equilibria, acid-base chemistry, descriptive inorganic and organic chemistry, and biochemistry. Intended as a terminal course for students whose curricula do not require chemistry above the 100 level. Prerequisite: CHE 111, 141.

3 hours

### CHE 142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quanti-

tative analysis. Three laboratory hours per week. Corequisite: CHE 112.

1 bour

### CHE 221 ORGANIC CHEMISTRY I

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE 112, 142. Corequisite: CHE 241.

3 bours

### CHE 241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Corequisite: CHE 221.

1 bour

### CHE 222 ORGANIC CHEMISTRY II

A continuation of CHE 221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE 221, 241. Corequisite: CHE 242.

3 hours

### CHE 242 ORGANIC CHEMISTRY LABORATORY II

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite: CHE 222.

1 bour

### CHE 300 INTRODUCTION TO RESEARCH

An introduction to the scientific literature, various literature search strategies, and experimental design strategies. Prerequisite: CHE 221.

1 bour

# CHE 350 QUANTITATIVE ANALYTICAL CHEMISTRY

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, and electroanalytic methods. Prerequisite: CHE 112. Three class hours and three laboratory hours per week.

Spring, even years

4 bours

### **CHE 400 RESEARCH**

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour credit.

1 to 3 hours

### **CHE 415 SPECIAL TOPICS IN CHEMISTRY**

Special topics in chemistry such as Instrumental Analysis, Advanced Organic Chemistry, Polymer Chemistry, Industrial Chemistry, or Chemometrics. Prerequisite: Consent of Instructor.

3 hours

# CHE 420 CHEMICAL THERMODYNAMICS AND KINETICS

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

Fall, even years

3 bours

# CHE 430 ATOMIC AND MOLECULAR STRUCTURE

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211. Spring, uneven years

3 bours

# CHE 440 EXPERIMENTAL PHYSICAL

CHEMISTRY

Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours per week. Prerequisite: CHE 420 or 430 or concurrent registration.

1 bour

## CHE 436 BIOCHEMISTRY

See BIO 436.

3 hours

### CHE 446 BIOCHEMISTRY LABORATORY See BIO 446.

1 bour

### CHE 474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry, including solid state and bio-inorganic chemistry. Three class hours per week. Prerequisite: CHE 112. 142.

Fall, uneven years

3 hours

### **CHE 499 SEMINAR**

May be taken for credit more than one semester. Offered for pass-fail grading only.

1 to 2 hours

**Physics** 

PHY 204 PRINCIPLES OF PHYSICS

A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications.

3 hours

PHY 211 GENERAL PHYSICS I

A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT 211. Corequisite: PHY 241.

3 hours

PHY 241 GENERAL PHYSICS LABORATORY I

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211.

1 bour

PHY 212 GENERAL PHYSICS II

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242.

3 hours

PHY 242 GENERAL PHYSICS LABORATORY II

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212.

1 bour

PHY 430 ATOMIC AND MOLECULAR STRUCTURE

See CHE 430.

3 bours

Geography

GEO 204 carries credit toward the general education requirement in the natural sciences. GEO 205, 236 and 368 may be used for credit toward the general education requirement in the social sciences.

GEO 204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of the physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Three class hours and one two-hour laboratory period per week.

4 hours

GEO 205 WORLD REGIONAL GEOGRAPHY

A systematic survey of major world regions with emphasis on climates, landforms, resources and economics. Also includes discussions on political ties, and position in world trade.

3 bours

GEO 208 FUNDAMENTAL PLACE-NAME GEOGRAPHY

The objective of this course is to teach the location of the countries of the world. The course will consist chiefly of map work and map tests with discussions of regional groupings based on criteria of homogeneity.

1 hour

GEO 236 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever growing problem of preservation for future generations.

3 bours

**GEO 302 ECONOMIC GEOGRAPHY** 

A discussion of the geographical bases of economic production in terms of primary, secondary, and tertiary activities. Analyses of how states and regions develop production specialization through resource allocation.

3 bours

3 100

**GEO 368 POLITICAL GEOGRAPHY** 

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies.

3 bours

SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major.

3 bours

Courses in the physical sciences are also available at North Carolina State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options listed on page 89.

### **EDUCATION**

Associate Professor Clay, *Head*; Professor Murray; Associate Professors Kratzer and Weir; Instructor Clary; Adjuncts Heathcoat, Midgett, and Willoughby.

### Goals and Objectives

The courses offered in the professional education curriculum are designed to foster in the student

- the skills necessary to evaluate learning,
- the knowledge of human growth and development,
- the knowledge of various teaching methods, materials, and ways of organizing classrooms,
- the knowledge and skills necessary to maintain a classroom environment conducive to learning,
- the knowledge and skills necessary to understand various learning styles and cultural backgrounds,
- the knowledge of the role of the school in a democratic society,
- the knowledge of research related to student achievement and teacher effectiveness,
- the experiences that provide opportunities for obtaining proficiencies in various teaching techniques and responsibilities,
- the knowledge and experiences necessary to develop reflective thinking about teaching and learning,
- the knowledge and experiences necessary to develop leaders in the field of education,
- the knowledge, understanding, and wisdom to make decisions that are decent, humane, and just.

# **Programs Offered**

Meredith offers undergraduate programs leading to the initial N.C. teaching certificate. The Master of Education Degree in elementary education leads to the N.C. graduate certificate in elementary education.

# **Education Programs**Master of Education Degree Program

A brochure titled "Master of Education Program," which provides complete information about the program, can be obtained from the education department or from the graduate office. A graduate catalogue is also available.

### **Undergraduate Certification Programs**

A student may choose a teacher education program in addition to her major program of study. Programs are available for the initial N.C. teacher certification in elementary education (grades K-6); middle grades education (grades 6-9); secondary education (grades 9-12): English, mathematics, biology, chemistry, and social

studies; special subject area education (grades K-12): art, music, French, Spanish, and occupational education: business education (grades 9-12) and home economics education (grades 7-12).

A student also may choose to earn N.C. certification as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the N.C. certification programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and nondegree women students who meet the standards established by the College.

- Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)
  - A. Students who plan to teach
    - A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
      - a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major to coincide with one of the concentrations available to middle grades education (6-9) students at Meredith.
      - b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major to coincide with the subject area in which they want to be certified.
    - After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
    - 3. The Registrar will send a copy of the student's completed Declaration of Major form to the education department. Upon receipt of the Form, the department will send the student a packet of materials for Admission To Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the education department as soon as possible. Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching. NOTE: An appli-

cant's overall grade point average must be 2.5 or above for admission to the program.

- 4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the chairman of the Teacher Education Committee.
- B. Students who plan to become school social workers
  - A student who plans to become a school social worker should confer with her adviser and formally declare the social work major and the school social worker certification program in the Office of the Registrar. Applicant's overall GPA must be 2.5 or above for admission to teacher education.
  - The registrar will send a copy of the Declaration of Major form to the education department which will send the student a packet of materials for admission to teacher education and notify her adviser.
  - 3. The completed application is reviewed on the same bases as applications for admission to teacher education, and each applicant is notified of the admission decision by letter by the head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the chairman of the Teacher Education Committee.
- II. Nondegree Students (Students who have at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. education certificate)
  - A. All nondegree students seeking initial North Carolina education certification, an additional North Carolina education certificate, or North Carolina education certificate renewal should contact the head of the education department.
  - B. Students with a baccalaureate degree from another institution who are seeking a North Carolina education certificate at Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of 30 semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific certification areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the Department of Education.

### Requirements for All Certificates

All college requirements for graduation must be met by each student seeking a N.C. teaching certificate. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs.

# Elementary Teacher Education (Grades K-6) Program

Students who expect to obtain an initial North Carolina certificate to teach at the K-6 level must meet both the course and minimum semester hour requirements listed below.

- I. General Education Requirements
  - A. The general education requirements of the College
  - B. Within the general education requirements of the College, the following specific requirements:

ENG 201, Major British Writers (3) American Literature

ENG 206, Survey of American Literature (3)

HIS 102, Modern Western Civilization, (3)

HIS 214, American History to 1876

HIS 314, Colonial American History
(3)

SOC 335, American Ethnic Relations

SOC 230 or 260 are strongly recommended as prerequisites.

(Prerequisite: EDU 234 or PSY 100)

PSY 312, The Psychology of Exceptional Individuals (3)

(Prerequisite: EDU 234 or PSY 100)

BIO 141, General Biology I

Laboratory (1)

GEO 204, Elements of Physical Geography (4)

Mathematics
(Waived if credit for MAT 211)  Cultural arts
<ul> <li>II. National Teacher Education (NTE) Requirements for Admission to Teacher Education</li> <li>A. The NTE, Communication Skills and Genera Knowledge, must be taken at the end of the sophomore year.</li> <li>B. To be formally admitted to the Teacher Education Program, the student must make a minimum score of 643 on the Communication Skills and minimum score of 641 on the General Knowledge <ol> <li>The tests may be taken more than once.</li> <li>No more than one-half of the total professional studies program, exclusive of student teaching, can be taken until formal admission re-</li> </ol> </li> </ul>
quirements (including the minimum required scores on the NTE CBT I and II) have been satisfied.  III. Major Study Program Requirements in an Area Other than Education
IV. Professional Education Requirements for Elementary Education (K-6) Students (36 sem. hrs.)  A. Professional Education, General
EDU 340, Teaching in the Elementary School (3)  B. Professional Education, Methods
EDU 344, Communication Skills in the Elementary School (3) (Prerequisite: EDU 340)  ART 744, Art in the Elementary School (2) (Prerequisite: IDS 100 or ART 120)  HED 744, Health Education in the Elementary School (2)  MUS 744, Music in the Elementary School (2)

(Prerequisite: IDS 100 or MUS 214) PED 744, Physical Education in the Elementary School (2) In the BLOCK semester (last semester of

the teacher education program): EDU 440. Seminar in Education (1)

EDU 441, Introduction to Audio/

Visual Materials (1)

EDU 455, Literature in the Elementary School (2)

EDU 456, Mathematics in the Elementary School (2)

EDU 457, Science in the Elementary School (2)

EDU 458, Social Studies in the Elementary School (2)

C. Professional Education, Practicum . . . . . . . 6 In the BLOCK semester (last semester of the teacher education program):

EDU 439, Observation and Directed Teaching (6)

D. Recommendations

- 1. It is strongly recommended that the professional education courses be taken IN THE ORDER THEY ARE LISTED ABOVE.
- 2. Block semester can be either semester of the senior year provided that all other professional education courses have been satisfactorily completed.
- V. National Teacher Education (NTE) Requirements for North Carolina Initial Certification in Elementary Education (K-6)
  - A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test, Code 02, Early Childhood Education, must be taken during or after the last semester of the student's teacher preparation program.
  - B. To be eligible for the North Carolina Initial Certificate in Early Childhood Education (K-4) the student must make a minimum score of 646 on the NTE CB Test III and a minimum score on the Specialty Area Test. An endorsement in French or Spanish may be added to the K-6 certificate. Contact the education department or the foreign language department for details.

# Middle Grades Teacher Education (Grades 6-9) Program

Students who expect to obtain an initial N.C. certificate to teach at the middle grades education (6-9) level must meet both the course and minimum semester hour requirements below.

I. General Education Requirements

A. The general education requirements of the College B. Within the general education requirements of the

College, the following specific requirements:

SOC 335, American Ethnic Relations

SOC 230 or SOC 260 are strongly

recommended as prerequisites.

BIO 141, General Biology I Laboratory (1)

GEO 204, Elements of Physical Geography (4)

- II. National Teacher Education (NTE) Requirements for Admission to Teacher Education Refer to page 109.
- III. Major Study Program Requirements in an Area Other than Education

- IV. A concentration in Communication Skills, or in Mathematics, or in Science, or in Social Studies. Middle grades education (6-9) teachers are encouraged to have a second concentration.
- Professional Education Requirements for Middle Grades Education (6-9) Students (24 sem. hrs.)

EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)

EDU 350, Teaching in the Middle School (3)

Methods 764 as appropriate to the required

concentration (3)

In the BLOCK semester (last semester of the teacher education program):

EDU 438, Field Experiences: Middle Grades and Secondary (6-9) (1)

EDU 466, Preadolescent and Adolescent Behavior (3)

EDU 441, Introduction to Audio/Visual Materials (1)

EDU 471, Reading in the Content Areas (1-3)

EDU 439, Observation and Directed Teaching (6)

D. Recommendations

- It is strongly recommended that the professional education courses be taken IN THE ORDER LISTED ABOVE.
- Block semester can be taken in either semester of the senior year provided that all other professional education courses have been satisfactorily completed.
- VI. National Teacher Education (NTE) Requirements for North Carolina Initial certification in Middle Grades Education (6-9)
  - A. The NTE Core Battery Test III, Professional Knowledge, and the NTE Specialty Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.

B. To be eligible for the North Carolina Initial Certificate in Middle Grades Education (6-9), the student must make a minimum score of 646 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's

area of concentration.

<ul> <li>VII. Program Requirements for Middle Grades Teacher Education (6-9)</li> <li>A. Communication Skills (6-9)</li> <li>1. The general education program requirements of the College</li> </ul>	6.Subject matter methods and practicum as stated in Program Requirements for Middle Grades Education, Professional Education Requirements D. Science (6-9)
2. The specific requirements within the general education program 3. Major study program in an area other than Education 4. Concentration in Communication Skills . 25 ENG 111, Principles of Writing (3) ENG 201, Major British Authors (3) ENG 206, Survey of American Literature (3) ENG 175, Grammar (1) ENG Literature elective (3) ENG 358, Advanced Composition: Expository and Technical (3) ENG 240 Introduction to Films (3) EDU 471, Reading in the Content Areas (3)	1. The general education requirements of the College 2. The specific requirements within the general education program 3. A major study program in an area other than Education 4. A concentration in Science
SPE 225, Fundamentals of Speech (3) 5. Subject matter methods and practicum as stated in Program Requirements for Middle Grades Education, Professional Education Requirements.	5. Subject matter methods and practicum as stated in Program Requirements for Middle Grades Education, Professional Education Requirements.  E. Social Studies (6-9)
C. Mathematics (6-9)  1. The general education program requirements of the College  2. The specific requirements within the general education program  3. Major study program in an area other than Education  4. A concentration in Mathematics 19  MAT 110, Elementary Functions (3)	<ol> <li>The general education requirements of the College</li> <li>The specific requirements within the general education program</li> <li>A major study program in an area other than Education</li> <li>A concentration in Social Studies 21         HIS 101, Emergence of Western Civili-</li> </ol>
MAT 211, Calculus I (4) MAT 220, Linear Algebra, or MAT 212, Calculus II (3) MAT 250, Introduction to Mathematical Reasoning (2) MAT 245, Statistics, or	zation, or HIS 102, Modern Western Civilization (3) HIS 214, American History to 1876, or HIS 215, American History Since 1876 (3) HIS 224, Introduction to Non-Western Civilization (3)
MAT 340, Probability (3) MAT 334, Modern College Geometry (3) MAT 910, Topics in Mathematics for Middle Grades (6-9) Certification (1) 5. Computer Science	HIS 520, North Carolina History (3) ECO 210, Principles of Economics (3) ECO 374, Consumer Economics (3) GEO 205, World Regional Geography (3) POL 100, American Political Systems, or POL 200, Parties and Pressure Groups (3)

Pascal (3)

5. Subject matter methods and practicum as stated in Program Requirements for Middle Grades Education, Professional Education Requirements.

6.In addition to the above, the following courses are strongly recommended:

> HIS 306, The Soviet Union in the 20th Century GEO 368. Political Geography

### Secondary Teacher Education (Grades 9-12) Programs

Students who expect to obtain an initial N.C. certificate to teach at the secondary education (9-12) level must meet both the course and minimum semester hour requirements listed below.

I. All College requirements for graduation including:

A. General education requirements.

	B. The major study requirements.
II.	Minimum semester hours in the secondary education (9-12) certification subject areas:
	A.Biology
	B. Chemistry
	C. English
	D.French
	E. Mathematics
	F. Science (biology and chemistry) 42
	G.Social Studies
	(anthropology, economics, cultural geography, history, politics, sociology)
	H.Spanish
III.	Minimum semester hours in professional education and related courses:
	A. EDU 232, Foundations of American Education 3 B. EDU 234, Educational Psychology

iduals
(Prerequisite: EDU 234 or PSY 100)
D.SOC 335, American Ethnic Relations
E. METHODS 764
F. The BLOCK Courses

EDU 438, Field Experiences: Middle Grades

EDU 439, Observation and Directed Teaching 

EDU 441. Introduction to Audio/Visual Materials (1)

EDU 466, Preadolescent and Adolescent EDU 467, The Secondary School . . . . . . . 3 EDU 471, Reading in the Content Areas. 1-3

IV. National Teacher Education Requirements for Admission to Teacher Education. See page 109.

V. Program Requirements for Secondary Teacher Education (9-12)

A.General education program requirements for all students

Humanities and Fine Arts......27-30 English Composition (3-6)

Foreign Language (6)

Literature (6)

A three-hour course in major British authors

and

A three-hour course in English, American, or world literature

Any literature course in a foreign language

Religion (6)

A six-hour introduction to the Old and New Testaments

A three-hour introduction to Biblical literature and history and one advanced three-hour course in religion

Fine Arts (6)

Chosen from at least two of the following categories: art, dance (theory or history), music, philosophy, speech, theatre

Social and Behavioral Sciences . . . 12 HIS 101, The Emergence of Western Civilization

or

HIS 102, Modern Western Civilization (3)

PSY 312, The Psychology of Exceptional Individuals (3)

SOC 335, American Ethnic Relations (3)

Elective (3)

Must include one of the following categories: economics, cultural geography, sociology and anthropology, politics, psychology

Mathematics and Natural Sciences 13 One laboratory course chosen from biology, chemistry, or physics (4)

OΤ

One course in mathematics (3)

Flectives (6)

Must include at least two of

	the following categories: biology, chemistry, physical	BIO 345, Comparative Anatomy Lab (2)
	geography, physics, or	or
	mathematics	BIO 322, Human Anatomy and
	Health and Physical Education 4-5	Physiology (3) and
	Must include four activity courses	BIO 342, Human Anatomy and Physiology Lab (1)
	or	Plus elective biology hours to
	Three activity courses and a two-	total 30
	hour course in health or first aid.	Chemistry
В.	Biology Certification	CHE 111, General Chemistry I (3)
	1. General education program requirements	CHE 141, General Chemistry I
	(Refer to Section V., A. on page 112.)	Lab (1)
	<ol><li>A major study program in biology chosen</li></ol>	CHE 112, General Chemistry II (3) CHE 142, General Chemistry II
	from	Lab (1)
	Bachelor of Arts (major Biology)	CHE 221, Organic Chemistry I (3)
	Bachelor of Science (major Biology)	CHE 241, Organic Chemistry 1
	Bachelor of Arts	Lab (1)
	Biology	Mathematics
	BIO 141, General Biology I Lab (1)	MAT 211, Calculus I (4)
	BIO 102, General Biology II (3)	Bachelor of Science
	BIO 142, General Biology II Lab	Biology
	(1)	BIO 101, General Biology I (3)
	BlO 334, Microbiology (3)	BIO 141, General Biology I Lab
	BIO 344, Microbiology Lab (1)	(1) BIO 102, General Biology II (3)
	One course from each of the	BIO 142, General Biology II (3)
	following:	(1)
	BIO 331, Genetics (3) and BIO 341, Genetics Lab (1)	BIO 331, Genetics (3)
	or	BIO 341, Genetics Lab (1)
	BIO 231, Human Genetics (3)	BIO 334, Microbiology (3)
	BIO 222, Invertebrate Zoology	BIO 344, Microbiology Lab (1)
	(2) and	One course from each of the
	BIO 242, Invertebrate Zoology	following:
	Lab (2)	BIO 499, Seminar (2) or
	or	Special Studies (2)
	BIO 214, Parasitology (3) and	BIO 321, Comparative Anatomy
	BIO 245, Parasitology Lab (1)	(2)
	BIO 211, Advanced Plant Science (3) and	and
	BIO 241, Advanced Plant	BIO 345, Comparative Anatomy
	Science Lab (1)	Lab (2)
	or	Or PIO 42( Pioch print (2)
	BIO 311, Histology (3) and	BIO 436, Biochemistry (3) and
	BIO 346, Histology Lab (1)	BIO 446, Biochemistry Lab (1)
	or	BIO 222, Invertebrate Zoology (2)
	BIO 234, Principles of Ecology	and
	(3) and	BIO 242, Invertebrate Zoology
	BIO 244, Principles of Ecology	Lab (1)
	Lab (1)	or
	BIO 321, Comparative Anatomy	BIO 214, Parasitology (3)
	(2) and	and

BIO 245, Parasitology Lab (1) BIO 323, Vertebrate Physiology (3)	<ol> <li>Professional Education         Professional Education, General 13         Refer to page 109.     </li> </ol>
and BIO 343, Vertebrate Physiology Lab (1) or BIO 322, Human Anatomy and Physiology (3)	C. Chemistry Certification  1. General education program requirements (Refer to Section V., A. on page 112.)  Bachelor of Science Chemistry
and BIO 342, Human Anatomy and Physiology Lab (1)	CHE 111, General Chemistry I (3) CHE 141, General Chemistry I Lab (1)
BIO 211, Advanced Plant Science (3) and	CHE 112, General Chemistry II (3) CHE 142, General Chemistry II Lab
BIO 241, Advanced Plant Science Lab (1) or	CHE 221, Organic Chemistry I (3) CHE 241, Organic Chemistry I Lab (1)
BIO 311, Histology (3) and BIO 346, Histology Lab (1)	CHE 222, Organic Chemistry II (3) CHE 242, Organic Chemistry II Lab (1)
or BIO 234, Principles of Ecology (3)	CHE 350, Quantitative Analytical Chemistry (4)
and BIO 244, Principles of Ecology Lab (1)	CHE 400, Research (1) CHE 420, Chemical Thermodynamics and Kinetics
Plus elective biology hours to total 36.	(3) CHE 430, Atomic and Molecular Structure (3)
Students who choose BIO 321 and 345 may not choose BIO 322 and 342.	CHE 499, Chemistry Seminar (1) CHE Electives (8)
Chemistry	Mathematics
CHE 142, General Chemistry II Lab (1)	(3) Physics
CHE 221, Organic Chemistry I (3) CHE 241, Organic Chemistry I Lab	PHY 241, General Physics I Lab (1) PHY 212, General Physics II (3) PHY 242, General Physics II Lab
CHE 222, Organic Chemistry II (3) CHE 242, Organic Chemistry II Lab (1)	(1) Biology
Physics8	BIO 101, General Biology I (3)
PHY 211, General Physics I (3)	Bachelor of Arts
PHY 241, General Physics I Lab (1)	Chemistry
PHY 212, General Physics II (3)	CHE 111, General Chemistry I (3)
PHY 242, General Physics II Lab (1)	CHE 141, General Chemistry I Lab (1)
Mathematics	CHE 112, General Chemistry II (3)
MAT 211, Calculus I (4)	CHE 142, General Chemistry II Lab
MAT 212, Calculus II (3)	(1) CHE 221, Organic Chemistry I (3)

### COURSES OF STUDY / 115

Education

	CHE 241, Organic Chemistry I Lab
	(1) CHE 222, Organic Chemistry II (3) CHE 242, Organic Chemistry II Lab (1)
	CHE 350, Quantitative Analytical Chemistry (4)
	CHE 499, Seminar (1) Chemistry Electives(9)
	·
	Mathematics
	Physics8
	PHY 211, General Physics I (3) PHY 241, General Physics I Lab (1) PHY 212, General Physics II (3)
	PHY 242, General Physics II Lab (1)
2	Professional Education
4.	Professional Education, General 13
	Refer to page 112.
D Fnolis	h Certification
1.	
٠.	(Refer to Section V., A., on page 112.)
2.	A major study program in English
	English
	All prospective teachers of English
	take the following courses:
	ENG 111, Principles of Writing (3)
	ENG 175, Grammar (1)
	ENG 201, Major British Authors (3)
	ENG 202, Development of English
	Literature (3)
	ENG 206, Survey of American
	Literature (3)
	ENG 240, Introduction to Film (3)
	ENG 275, Techniques of Literary
	Research (1)
	ENG 351, Old English (3)
	ENG 352, Chaucer (3) ENG 358, Advanced Composition
	(3)
	ENG 375, Research Project (1)
	In addition, prospective teachers must

One seminar (ENG 357, 359, or 498) One course in Shakespeare (ENG

One course in 18th or 19th century (ENG 340, 365, 367, or 368)

355 or 356)

take

One course in 20th century (ENG 345, 364, or 370)

Prospective teachers are strongly urged to take one course in speech or theatre.

3. Professional Education

Professional Education, General . . . 13 Refer to page 112.



	LUC 101 The Commence of
E. Mathematics Certification	HIS 101, The Emergence of
1. General education program requirements	Western Civilization
(Refer to Section V., A. on page 112.)	OF
2. A major study program in Mathematics	HIS 102, Modern Western
Mathematics	Civilization (3)
All prospective teachers of Mathematics	HIS 200, Introduction to Latin
take the following courses:	American History
MAT 110, Elementary Functions	Or .
(3)	HIS 224, Introduction to Non-
MAT 211, Calculus I (4)	Western Civilization (3)
MAT 212, Calculus II (3)	HIS 214, American History to
MAT 220, Linear Algebra (3)	1876
MAT 250, An Introduction to	or
Mathematical Reasoning (2)	HIS 215, American History Since
MAT 313, Calculus III (3)	1876 (3)
MAT 313, Calculus III (6) MAT 321, Modern Abstract	History Electives:
Algebra (3)	HIS 302, English History Since
MAT 334, Modern College	1066 (3)
	HIS 304, Ancient History (3)
Geometry (3)	HIS 306, Soviet Union in the
MAT 340, Probability (3)	
From the following courses, prospective	Twentieth Century (3)
teachers must take 3 hours:	HIS 308, Contemporary Europe
MAT 245, Statistics (3)	Since 1945 (3)
MAT 341, Mathematical Statistics	HIS 310, Modern China (3)
(3)	HIS 313, Victorian America (3)
MAT 354, Differential Equations	HIS 314, Colonial American
(3)	History (3)
MAT 360, Numerical Analysis (3)	HIS 319, Contemporary American
MAT 410, Advanced Calculus I (3)	History Since 1945 (3)
MAT 415, Topics in Analysis (3)	HIS 325, Asian Civilization (3)
MAT 425, Topics in Algebra (3)	HIS 330, U.S. and World History
MAT 434, Topics in Geometry and	(3)
Topology (3)	HIS 333, History of the South (3)
MAT 362, Topics in Discrete	HIS 520, History of North
Mathematics (3)	Carolina (3)
• ,	Social Science Knowledge 21
From the following courses, prospective	Students are required to select three
teachers must take 3 hours:	courses from the recommended
CSC 111, Computers and Their	courses
Uses (3)	Recommended Courses:
CSC 201, Computer Science I with	ECO 210, Macroeconomic
Pascal (3)	Principles (3)
3. Professional Education	-
Professional Education, General 13	or ECO 374, Consumer
Refer to page 112.	Economics (3)
	GEO 368, Political Geography (3)
	POL 100, American Political
F. Social Studies Certification	
<ol> <li>General education program requirements</li> </ol>	System (3)
(Refer to Section V., A. on page 112.)	SOC 230, Principles of Sociology
<ol><li>A major study program in Social Studies</li></ol>	(3)
History Knowledge 21	or
Required for all History majors and	SOC 335, American Ethnic
strongly recommended for students	Relations (3)
majoring in other social science discip-	Social Science Electives:
lines	ECO 211, Microeconomic
	Principles (3)

GEO 204, Elements of Physical	Concentration
Geography (3)	BUS 332, Managerial Accounting
POL 303, Contemporary	(3)
American Politics	BUS 499, Business Policy (3)
POL 200, Parties and Pressure	BUS 384, Business Communication
Groups (3)	and Reports (3) BUS 454, Business Law (3)
SOC 260, Cultural Anthropology	BUS 480, Business Internship (3)
(3)	Approved electives, selected from
SOC 231, Social Problems (3)	BUS 110, 333, 446, 448, 466,
3. Professional Education	468, 492, 494 and ECO 310, 311,
Professional Education, General 13	364, 455 (9)
Refer to page 112.	Required Courses Not Counted in Major
Occupational Torohou	BUS 220, Typewriting (3)
Occupational Teacher	ECO 374, Consumer Economics (3)
Education Programs	CSC 100, Introduction to
Students who expect to obtain an initial N.C. certificate	Computing (2)
to teach business or home economics must meet both the	CSC 101, Introduction to a Language (1)
course and minimum semester hour requirements listed	CSC 211, Cobol Programming (3)
below.  I. All College requirements for graduation, including	3. Professional Education
A. General education requirements	Refer to page 112.
B. The major study requirements	B. Home Economics Education
II. Minimum semester hours in the occupational	General education program requirements
education certification subject areas:  A. Business and Office courses,	(Refer to Section V., A. on page 112.)
semester hours	2. A major study program in Home Econ-
B. Home Economics courses,	omics
semester hours	Child Development
III. Minimum semester hours in professional education	and Family Relationships 12
and related courses:	PSY 205, Psychology of Excep-
IV. National Teacher Education (NTE) Requirements for	tional Individuals (3)
Admission to Teacher Education. See page 109.	HEC 234, Preschool Child (3)
• •	HEC 335, Marriage and Family Relationships (3)
A. Business and Office Education	HEC 436, Preschool Administration
<ol> <li>General education program requirements</li> </ol>	(3)
(Refer to Section V., A. on page 112.)	Clothing and Fashion Merchandising . 6
2. Basic Business Certification 57	HEC 115, Beginning Clothing
These courses include a prescribed core of 24 hours, a concentration in manage-	Construction (3)
ment of 24 hours, and additional courses	HEC 418, Textiles (3)
to meet the competencies for certification	Foods and Nutrition
Core	HEC 124, Introductory Foods and
ECO 210, Principles – Macro (3)	Cookery (3)
ECO 211, Principles – Micro (3)	HEC 326, Meal Management (2)
BUS 230, Accounting Principles I	HEC 227, Nutrition (3) HEC 327, Institutional Foods (3)
(3)	HEC 328, Food Service Equipment
BUS 231, Accounting Principles II	(1)
(3) BUS 346, Management Principles	Interior Design and Housing 6
(3)	HEC 245, Housing (3)
BUS 366, Marketing Principles (3)	HEC 246, Home Furnishings
BUS 490, Corporate Finance (3)	Materials (3)
MAT 245, Basic Statistics (or	
equivalent) (3)	

Consumer Resource Management 9  HEC 355, Home Management Resources (3)  HEC 455, Home Management Residence (3)  ECO 374, Consumer Economics (3)  Senior Seminar	SWK 401, Social Work Practice II (3) SWK 402, Social Work Field Experience (in a public school setting) (10) SWK 403, Field Instruction Seminar (2) 3. Professional Education
Professional Education, General 13 Refer to page 112.	4. National Teacher Education (NTE) Requirements for Admission to Teacher Education. See page 109.
School Social Worker Program  Students may wish to earn the N.C. school social worker certificate. Program requirements for School Social Work personnel follow:  1. General education program requirements	Special Subject Area Teacber Education (Grades K-12 ) Programs
(Refer to Section V., A. on page 12.) 2. Specific requirements for Social Work major  Specified Liberal Arts Courses 22  (May also count toward general education requirements)  BIO 101, General Biology I (3)  SOC 230, Principles of Sociology  (3)	I. Art (K-12) A. All College requirements for graduation. B. Minimum semester hours in teaching field for grades K-12. Art courses, semester hours
PSY 100, General Psychology (3) PSY 212, Psychology of Sex Roles (3) SOC 335, American Ethnic Relations (3) POL 100, American Political System (3) SOC 374, Social Research (3)	Foreign Language (6) Literature (6) A three-hour course in major British authors and A three-hour course in English, American, or world literature
SOC 375, Social Research Lab (1) Social Work Courses	or Any literature course in a foreign language Religion (6) A six-hour introduction to the Old and New Testaments or A three-hour introduction to Biblical literature and history and one advanced three-hour
Social Work Practice I SWK 308, Human Behavior for Social Work Practice II SWK 304, Social Work Practice I (3)	course in religion  Fine Arts (6)  Chosen from at least two of the following categories: art, dance

l Education Courses 20 2. Foundations of American
ation (3) 4, Educational Psychology (3)
1, Reading in the Content Area (1)
4, Theory and Methods of Teaching
(-6 (3)
5, Theory and Methods of Teaching
(-12 (3)
9, Observation and Directed Teaching
7 7 . 1 .: . A I: /1/: .1
1, Introduction to Audio/Visual rials (1)
\-/
eacher Education (NTE) Requirements
Carolina Initial Certification in Special
ea Programs (K-12) NTE Core Battery Test III, Professional
wledge, and the NTE Specialty Area
in the student's area of concentration
t be taken during, or after, the last
ester of the student's teacher
paration program.
oe eligible for the North Carolina Initial
tificate in Art K-12, the student must
e a minimum score of 646 on the NTE
Test III and the minimum required score
the NTE Specialty Area Test in the
lent's area of concentration.
e requirements for graduation.
Requirements for Music Education (K-12)
Arts and Sciences42
lish Composition (3)
jor British Writers (3)
eign Language (6)
(Students will be placed at the
appropriate level by the Department of Foreign Languages)
Religion (6)  A six-hour introduction to the Old
and New Testaments
or
A three-hour introduction to Biblical
literatue and history and one
advanced three-hour course in
religion
History of Western Civilization, 101 or
102 (3)
American Ethnic Relations, Sociology
335 (3)
Psychology of the Exceptional Indiv-
idual (3)
Mathematics (3)

Education

Lab Science (select from Biology, Chemistry, Physics) (4)

Health and Physical Education (select four activity courses or two activity courses and one two-hour course in health or first aid) (4)

Electives in Liberal Arts and Sciences (4)

Music and Professional Education . . . . . . . . 83 Theory 100, 101, 202, 203 (12)

Ear Training 150, 151, 252, 253 (4)

Keyboard 140, 141, 242, 243 (4)

Music Literature 215 (2)

Music History 310, 311, 312, 313 (8)

Winds and Percussions 070 (4)

String Instruments 060 (2)

Guitar Lab 068 (1)

Instrumentation 304 (1)

Choral Arranging 308 (2)

Conducting 300, 301 (4)

Principal Applied Study (14)

Second Applied Study(ies) (3)

Students whose principal applied study is not voice should take three hours of voice as secondary applied or elective

Graduation Recital 490 (1)

Kevboard Proficiency

Materials and Methods, Elementary 720

Materials and Methods, Middle 721 (2)

Materials and Methods, Secondary 722 (2)

Educational Psychology (3)

Foundations of American Education (3)

Student Teaching 439 (Block) (6)

Electives in Music, Professional Education, or Psychology (0-2)

Reading, Education 344 or 471 (1-3)

EDU 441. Introduction to Audio/Visual Materials (1)

C. National Teacher (NTE) Requirements for North Carolina Initial Certification in Special Subject Area Programs (K-12)

> 1. The NTE Core Battery Test III, Professional Knowledge, and the NTE Special Area Test in the student's area of concentration must be taken during, or after, the last semester of the student's teacher preparation program.

> 2. To be eligible for the North Carolina Initial Certificate in Music K-12, the student must make a minimum score of 646 on the NTE

CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

III. French, Spanish (K-12)

A. All College requirements for graduation, including

1. General Education requirements

Major study requirements

B. Required Specialty Courses

In order to meet the State guidelines for certification in French and/or Spanish, the following courses of study have been established for French and Spanish. Thirty credit hours are required to receive a B.A. degree in French and/or Spanish.

French

FRE 204, Structural French,

FRE 205, Intermediate French,

FRE 205, Intermediate French I,

and

FRE 206, Intermediate French II

FRE 304, French Civilization

FRE 305, Phonetics and Phonology

FRE 306, Advanced Grammar,

Composition and Linguistics

FRE 307, Advanced Conversation

FRE 364. French Literature to 1789

FRE 365, French Literature from 1789 to the Present

The remaining six credit hours may be chosen from

FRE 301. Business French

FRE 394, Seminar in 17th Century

FRE 395, Seminar in 18th Century

FRE 396, Seminar in 19th Century

FRE 397, Seminar in 20th Century

FRE 300, Life and Study Abroad (Study in a country of the target language is highly recommended: credit hours are counted

as elective.)

Spanish

SPA 204, Structural Spanish

SPA 205, Intermediate Spanish I

SPA 205, Intermediate Spanish I

SPA 206, Intermediate Spanish II

SPA 304, Spanish Civilization

SPA 305, Phonetics and Phonology

SPA 306, Advanced Grammar,

Composition and Linguistics

SPA 307, Conversation

SPA 364, Spanish Literature to 1800 SPA 365, Spanish Literature from 1800 to the Present

SPA 300, Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are counted as elective.)

Occasionally, students may satisfy the literature requirement with one of the following:

SPA 368, Modern Spanish Drama SPA 369, Modern Spanish Prose, Poetry SPA 494, Seminar in the Golden Age of Spain

C. Professional Education Requirements

EDU 232, Foundations of American (3 EDU 234, Educational Psychology (3) PSY 210, Developmental Psychology (3)

PSY 312, Psychology of Exceptional Individuals (3)

SOC 3 35, American Ethnic Relations (3)

FL 763, Second Language Methods (2) FL 764, Second Language Methods (2)

FDI 420 F: 11 F

EDU 438, Field Experience (1)

EDU 441, Introduction to Audio/Visual Materials (1)

EDU 466, Preadolescent, Adolescent Behavior (3)

EDU 471, Reading in Content Areas (1) EDU 439, Observation and Directed Teach-

ing (6)
D. National Teacher (NTE) Requirements for North
Carolina Initial Certification in Special Subject

- Area Programs (K-12)
  1. The NTE Core Battery Test III, Professional Knowledge, and the NTE Special Area Test in the student's area of concentration must be taken during, or after, the last semester
  - be taken during, or after, the last semester of the student's teacher preparation program.

2. To be eligible for the North Carolina Initial Certificate in French and/or Spanish, K-12, the student must make a minimum score of 646 on the NTE CB Test III and the minimum required score on the NTE Specialty Area Test in the student's area of concentration.

Note: NTE minimum score requirements for all programs are subject to change as mandated by the State Department of Public Instruction.

### Curriculum

### **Education Courses**

Foundations of American Education, EDU 232, should be the first course taken in the professional sequence.

# EDU 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural/historical foundations perspective including an understanding of the American educational goal. Consideration is given to educational organization, finance, law, administration and curricula, as well as current issues facing American schools. School related observations required.

3 bours

#### **EDU 234 EDUCATIONAL PSYCHOLOGY**

A study of the psychological principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. School observations required.

3 hours

# EDU 340 TEACHING IN THE ELEMENTARY SCHOOL

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies. Public school observations required.

3 hours

# EDU 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

This course is a study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon reading instruction. Decoding strategies such as phonics and word attack skills are developed. Whole language approaches to instruction and assessment in all language arts are considered. School observations required.

3 hours

### EDU 350 TEACHING IN THE MIDDLE SCHOOL

A study of how middle schools, working with other institutions, can best meet the needs of young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur varies considerably, there is tremendous pressure on the individual to cope with his changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. School observations required.

Spring 3 hours

# EDU 438 FIELD EXPERIENCES: MIDDLE AND SECONDARY GRADES

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 30 hours in a middle school or secondary school setting will be required. Block course. Pass-fail.

1 bour

# EDU 439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience at the appropriate grade level in a school setting:

Elementary Education K-6

Middle grades education students at the 6-9 grade levels Secondary education students at the 9-12 grade levels Special subject area education students at the K-12

grade levels

Occupational education students 7-12 levels, home

economics; 9-12 levels, business

Weekly seminars are arranged. Fee \$150.00. Block

Weekly seminars are arranged. Fee \$150.00. Block course. Pass-fail grading only.

6 hours

### **Student Teaching Requirements**

The following requirements must be met before a student is permitted to student teach:

- A. An overall grade point average of 2.5 or above to have been achieved by the end of the term prior to student teaching.
- B. Observation and participation in the public schools.
- C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness.
- D. Satisfactory completion of, all required methods courses.
- E. The required physical exam for public school teachers.
- F. Filing of an application for student teaching placement with the Department of Education.

# EDU 440 SEMINAR IN EDUCATION (Elementary)

A study of the current issues having a direct influence upon educational practice and research. School observations required. Block course. Pass-fail grading only.

1 bour

# EDU 441 INTRODUCTION TO AUDIO/VISUAL MATERIALS

A hands-on course designed to familiarize students with audio/visual equipment and materials necessary to enhance instruction in the public school classroom. Block course. Pass-fail grading only.

1 hour

# EDU 455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

# EDU 456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of mathematics in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

# EDU 457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of science in the elementary school with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

# EDU 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

### EDU 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and problems of preadolescents and adolescents, with consideration of the psychological basis of preadolescent and adolescent behavior. Block course.

3 hours

#### EDU 467 THE SECONDARY SCHOOL

A study of the secondary school in America. Emphasis is given to historical development, issues and forces affec-

ting curricula, legal implications for schooling, classroom management, communication skills and evaluation. Block course.

3 bours

#### **EDU 470 SURVEY OF READING**

A study of the methods, materials, and basic research in developmental reading. Emphasis is given to identifying, selecting, and evaluating reading methodologies, programs, and materials.

2 hours

#### **EDU 471 READING IN THE CONTENT AREAS**

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit or grade and three hours credit.

1 to 3 bours



#### **Methods Courses**

A specific methods course is offered for each teacher certification program. In this course the student is introduced to the methods used in the student's teaching field and teaching levels.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

734	Methods	in	the	Teaching	of Art	
/ 54	Methous	111	me	reaching	or Art.	

3 hours

744 Art in the Elementary School.

2 hours

764 The Teaching of Science.

3 bours

764 The Teaching of Business.

3 bours

764 The Teaching of Foreign Language.

3 hours

764 The Teaching of English.

3 bours

744 Health Education in the Elementary School.

2 hours

744 Physical Education in the Elementary School.

2 bours

764 The Teaching of Social Studies.

3 hours

764 Methods of Teaching Home Economics.

3 hours

764 Methods of Teaching Mathematics

3 hours.

720 Materials and Methods for Teaching Music in Grades K-4.

2 hours

721 Materials and Methods for Teaching Music in Grades 4-6.

2 hours

722 Materials and Methods for Teaching Music in Grades 7-12.

2 hours

744 Music in the Elementary School.

2 bours

#### **ENGLISH**

Professor Taylor, Head; Professor Knight, the Mary Lynch Johnson Chair of English; Professors Gilbert and Webb; Associate Professors English, Jackson, and Walton; Assistant Professor Grathwohl; Instructor Miller; Writer-in-Residence Newton; Adjuncts Britt, Colby, McGregor, and Steinmetz.

The courses offered by the Department of English are designed to foster in the student

- the ability to think logically and independently,
- · skills in speaking and writing,
- an understanding of and appreciation for the English language,
- an appreciation for and enjoyment of literature and film, and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education—reading widely, thinking critically, and working to improve her speaking and writing.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as preprofessional training for business, law, and medicine.

# Requirements for a B.A. in English

Thirty-two hours in English, including 111, 201, 202, 206, 275, 375, and a seminar.

Twelve hours in the following areas:

- 3 in medieval literature (351 or 352)
- 3 in Shakespeare (355 or 356)
- 3 in 18th/19th Century (340, 365, 367, or 368)
- 3 in 20th Century (345, 364, 370)

An additional 3 hours in courses numbered above the 200's.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

A minor, consisting of 18 hours in English but excluding English 111 and 112, is available. See the department head for details.

# Requirements for a Concentration in Professional Communications

Eighteen hours, including ART 103, ART 240, SPE 225, ENG 358\*, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, or ENG 9—(Special Topics in Publications). Additional hours may be taken in ART 230, 231, 241, and 340, and BUS 366, 466, 467 and 468. Internships (ENG 930) are open to juniors and seniors for one to four hours of credit.

# Curriculum Prerequisites

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

#### **ENG 111 PRINCIPLES OF WRITING**

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers.

3 bours

#### **ENG 112 EXPOSITORY WRITING**

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent.

3 bours

#### **ENG 150 SPELLING**

A course for poor spellers focusing on varied ways of learning to spell correctly. Pass-fail.

Spring, if sufficient demand

1 hour

#### **ENG 175 GRAMMAR**

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required of 6-9 communication skills and 9-12 English certification students.

Spring 1 bour

#### **ENG 201 MAIOR BRITISH AUTHORS**

A study of major British writers designed to foster appreciation and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue instruction in composition. Authors studied: Chaucer, Shakespeare, Milton, an 18th century writer, Wordsworth, Browning, and a 20th century writer.

3 bours

# ENG 202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to ENG 201.

2 bours

<sup>\*</sup> ENG 358 must be taken for a grade (not pass/fail) to count toward the Professional Communications Concentration

#### ENG 206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography.

3 hours

#### **ENG 208 WORLD MASTERPIECES IN** TRANSLATION

3 bours

#### **JENG 235 CREATIVE WRITING: EMPHASIS POETRY**

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize.

Fall

3 bours

#### **ENG 236 CREATIVE WRITING: EMPHASIS PROSE**

Narration and poetry from the writer's perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry.

Fall

Fall

3 bours

#### ENG 240 INTRODUCTION TO FILM

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period through the 1980's by both American and European directors.

3 bours

#### **ENG 245 INTRODUCTION TO** JOURNALISM

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers.

Fall 3 bours

#### **ENG 275 TECHNIQUES OF LITERARY** RESEARCH

An introduction to the process and techniques of gathering and recording data for a literary research paper. Fall 1 bour

#### **ENG 340 DEVELOPMENT OF THE BRITISH NOVEL**

A study of the development of the British novel from its origins to the beginning of the twentieth century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot. Hardy and others. 3 bours Spring

**ENG 345 IRISH RENAISSANCE** 

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others.

Spring

3 bours

#### ENG 350 TOPICS IN DRAMA

Topics vary. Options include the development of British drama and modern drama. Regularly offered in Meredith Study Abroad curriculum.

3 hours

#### ENG 351 OLD ENGLISH

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Fall

3 hours

#### **ENG 352 CHAUCER**

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material.

Spring 3 bours

#### ENG 355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in nondramatic works of Shakespeare and a few major pieces of criticism.

Fall (ENG 355) Spring (ENG 356) 3 bours 3 hours

3 or 6 bours

#### ENG 357 MILTON SEMINAR

Poetry and selected prose. Prerequisite: ENG 275 or the equivalent.

Fall 3 bours

#### ENG 358 ADVANCED WRITING: **EXPOSITORY AND TECHNICAL**

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical report. A review of the principles of grammar as they apply to editing and proofreading. An introduction to word processing and machine editing.

3 bours

#### ENG 359 SEMINAR IN AMERICAN LITERATURE

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: ENG 275 or equivalent.

Spring

3 bours

#### ENG 364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY

A study of 20th century English and American poets and their works, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works.

Spring



# [ENG 365 ENGLISH POETRY OF THE ROMANTIC PERIOD]

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period.

Fall 3 hours

# ENG 367 ENGLISH POETRY OF THE VICTORIAN PERIOD

A study of the poetry of Browning and Tennyson, with selections from other poets of the Victorian period.

\*\*Fall 3 hours\*\*

# [ENG 368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY]

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms.

Spring 3 bours

# ENG 370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY

A study of the 20th century English and American writers of prose, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing.

Fall

3 hours

#### ENG 375 RESEARCH PROJECT

Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite or corequisite ENG 275.

1 bour

# ENG 475 INTRODUCTION TO LITERARY CRITICISM

An introduction to the art of literary criticism from Aristotle to Derrida.

Spring

1 bour

### **ENG 498 SEMINAR IN EUROPEAN LITERATURE**

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Open only to majors in English. Prerequisite: ENG 275 or the equivalent.

Spring

3 bours

#### ENG 764 THE TEACHING OF ENGLISH

A study of different methods of teaching the content and skills included in a secondary English curriculum. Block.

Fall

3 bours

Students who wish advanced study and research in literature should consult with the department head and arrange for it through the special studies options listed on page 89. Students may elect courses through the Cooperating Raleigh Colleges.

#### FOREIGN LANGUAGES

Professor Winz, Head: Professors Kurtz and Ledford: Associate Professors Comeaux, Thomas, and Pitts: Assistant Professors Short and Reiss; Instructors Breitenberger and Mack.

The Department of Foreign Languages offers a major in French and Spanish, two years of Latin with some advanced work for those who need it, and three years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization, literature, and culture.

Minors are also available. Eighteen hours of course work above 101, 102 are required. Contact the department head for more information.

## Requirements for a B.A. Degree

Thirty (30) hours above 101,102 of course work are required for a major in French or Spanish. These must include 305,306, 307, 304, 364, 365 for both French and Spanish. Majors in Spanish must also include 366 and 367. All foreign language majors must take HIS 102. They are advised to include a second language as a related field and are urged to take advantage of the overseas study programs offered through the department. It is strongly recommended that majors live two semesters on the French or Spanish Hall, respectively, and complete the requirements for FRE 350 or SPA 350.

## Advanced Study

Foreign language students (especially German students) who wish advanced study in the language should consult with the department head and arrange for it through special studies options, such as those listed on page 89.

Students may also elect courses at other CRC (Cooperating Raleigh Colleges) institutions.

### Advanced Placement

Entering students will be placed at the appropriate level of a foreign language on the basis of high school units. However, a placement test will be given in August to those students who request it. By taking this advanced placement test, entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 courses. To receive advanced placement credit, a student must apply to the department upon completion of two three-hour courses at the 300 level with a grade of C or better. She will then have earned a total of 12 credit hours in the language she studied. The language requirement can never be waived.

#### Curriculum

#### French

#### FRE 101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE 204. One hour of language laboratory required per week.

3 bours

#### FRE 102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only. One hour of language laboratory required per week. Spring 3 hours

#### FRE 204 STRUCTURAL FRENCH

Conversational and written French for students who had some high school work in the language, but who cannot qualify for FRE 205. One hour of language laboratory required per week. Fall

3 hours

#### FRE 205 INTERMEDIATE FRENCH I

A review and continuation of FRE 102 and FRE 204. and gradual introduction of graded readings. One hour of language laboratory required per week. Prerequisite: FRE 102, FRE 204 or equivalent.

Fall and spring

3 bours

#### FRE 206 INTERMEDIATE FRENCH II

A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. One hour of language laboratory required per week. Prerequisite: FRE 205 or equivalent.

Spring 3 bours

Note: All language labs are non-credit labs.

#### FRE 301 BUSINESS FRENCH

A survey of the vocabulary and principles of the French business world, with special attention to the development of practical communication skills. Prerequisite: two years of college French, or equivalent.

Spring, odd years

3 bours

#### FRE 304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. Fall, even years

#### FRE 305 FRENCH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in French. Prerequisite: FRE 205 or equivalent.

#### FRE 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in French. Prerequisite: FRE 205 or equivalent. 3 bours Spring

#### FRE 307 ADVANCED CONVERSATION

Open to juniors and seniors, Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of majors. Prerequisites: FRE 305, FRE 306.

FRE 364 FRENCH LITERATURE TO 1789

Selected readings in French literature from the beginnings to the French revolution with some emphasis on culture and civilization.

Fall, even years

Alternate semesters

3 hours

3 bours

#### FRE 365 FRENCH LITERATURE FROM 1789 TO THE PRESENT

Selected readings in French literature from the French revolution to the present.

Spring, odd years

3 hours

#### FRE 394 SEMINAR IN SEVENTEENTH CENTURY

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization.

Fall, odd years

#### FRE 395 SEMINAR IN EIGHTEENTH CENTURY

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships.

Fall, odd years

3 hours

#### FRE 396 SEMINAR IN NINETEENTH CENTURY

An in-depth study of the different literary genres of the 19th century with an emphasis on Flaubert, Baudelaire, and selected romantic writers.

Spring, even years

3 bours

#### FRE 397 SEMINAR IN TWENTIETH CENTURY

A study of the main literary movements of the 20th century, with selected readings of the more contemporary writers such as Camus, Sartre, Robbe-Grillet. Spring, even years

Note: Before enrolling in a literature course, a student should have completed the 305,306 sequence. A student with a particularly strong background in French from Meredith, or a student who places out of the 200 level sequence, may be admitted to a literature course with the permission of the professor.

#### FRE 300 LIFE AND STUDY ABROAD

Intensive study and homestay in France. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

#### FRE 302 TOPICS IN FRENCH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of summer study in France. Since instruction is in French, the course carries as a prerequisite the completion of second-year language study. The course entails instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour Completion of a paper or journal: 1 bour

Participation in a series of organized visits: 1 hour Grading A-F. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

#### FRE 350 FRENCH HALL SEMINAR

Students will live in the French section of the Foreign Language Hall and will speak French in their living environment. They will attend at least 10 scheduled conferences in French (sometimes English), which will present aspects of the culture, civilization, or literature of the French-speaking countries in the world. In addition, they will meet for one informal conversation hour per week. during which any topic of interest can be discussed in the target language. Students will also participate regularly in French club or other additionally scheduled activities (meetings, films, workshops, field trips to museums, etc.). Prerequisites: 200 or 300 level course work, native speaker, or approval of professor. Regular grading or pass-fail.

1 hour

### For Certification Only FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE

# **ELEMENTARY AND MIDDLE SCHOOLS**

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

2 hours

#### FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOLS

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

2 bours

### Internships

A limited number of internships for advanced students can be arranged through the department on the national and international level.

### Certificat D'Aptitude Pratique

Meredith has been identified as a testing center for the CAP, the Certificat d'Aptitude Pratique, awarded by the Chambre de Commerce de Paris. Advanced students should contact the department head for details.

#### German

Spring

#### GER 101 ELEMENTARY GERMAN I

Introduction to the German language, Grammar, graded readings, and some oral emphasis. Fall 3 hours

#### GER 102 ELEMENTARY GERMAN II

A review and continuation of GER 101. Prerequisite: GER 101 or equivalent. 3 hours

GER 201, INTERMEDIATE GERMAN I

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; increased practice in the use of the spoken language. Prerequisite: GER 102 or equivalent.

3 hours

#### GER 202 INTERMEDIATE GERMAN II

A continuation of German 201. More advanced grammar and readings and further emphasis on the spoken language.

Spring 3 bours

#### **GER 307 ADVANCED CONVERSATION**

Focus on oral proficiency. Prerequisites: GER 201, 202. Students should consult the head of the Department of Foreign Languages for information.

3 bours

#### GER 366 ADVANCED GERMAN READING

Topics studied to be selected by instructor, after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: GER 202 or instructor's permission.

3 bours

#### GER 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a German-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

#### **GER 302 TOPICS IN GERMAN LANGUAGE** AND CULTURE

This course is offered only in connection with the department's programs of summer study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year language study. The course entails instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 bour Completion of paper or journal: 1 bour

Participation in a series of organized visits: 1 hour Grading A-F. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 bours

#### Latin

#### LAT 101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar.

Fall 3 bours

#### LAT 102 ELEMENTARY LATIN II

A review and continuation of LAT 101. Increased emphasis on reading.

Spring 3 bours

#### LAT 201, INTERMEDIATE LATIN I

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid.

Fall 3 hours

#### LAT 364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: LAT 201, 202 or advanced placement.

Foreign Languages

#### LAT 366, 367 ADVANCED LATIN READING

Authors studied to be selected by instructor — after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: LAT 364, 365 or instructor's permission.

6 hours

Students should consult with the head of the Department of Foreign Languages about the possibility of advanced Latin studies.

### Spanish

#### SPA 101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA 204. One hour of language laboratory required per week.

Fall 3 hours

#### SPA 102 ELEMENTARY SPANISH II

A review and continuation of SPA 101. English will be used in the classroom for orientation purposes only. One hour of language laboratory required per week.

Spring

3 hours

#### SPA 204 STRUCTURAL SPANISH

Conversational and written Spanish for students who had some high school work in the language, but who cannot qualify for SPA 205. One hour of language laboratory required per week.

Fall 3 bours

#### SPA 205 INTERMEDIATE SPANISH I

A review and continuation of SPA 102 and SPA 204, and gradual introduction of graded readings. One hour of language laboratory required per week. Prerequisite: SPA 102, SPA 204, or equivalent.

Fall and spring

3 bours

#### SPA 206 INTERMEDIATE SPANISH II

A continuation of SPA 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. One hour of language laboratory required per week. Prerequisite: SPA 205 or equivalent.

Spring

3 hours

Note: All language labs are non-credit labs.

#### **SPA 304 SPANISH CIVILIZATION**

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music.

Fall, even years

3 bours

#### SPA 305 SPANISH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent. Fall 3 hours

# SPA 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent. Spring 3 hours

#### SPA 307 ADVANCED CONVERSATION

Open to juniors and seniors. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Required of majors. Prerequisites: SPA 305, SPA 306.

Alternate semesters

3 bours

#### SPA 364 SPANISH LITERATURE TO 1800

Selected Spanish literature, beginning with the "Poema de mio Cid" and going through the 17th century.

Fall, odd years 3 hours

#### SPA 365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with SPA 366, 367.

Spring, even years 3 hours

#### SPA 366 SPANISH-AMERICAN LITERATURE TO 1875

A study of the key authors and texts of the Spanish Colonial and Independence Periods.

Fall, even years

3 hours

# SPA 367 SPANISH-AMERICAN LITERATURE FROM 1875 TO THE PRESENT

Selected readings from key authors such as Dario, Azuela, Carpentier and Neruda.

Spring, odd years

3 bours

### SPA 368 MODERN SPANISH DRAMA

Masterpieces of modern Spanish drama. Spring, odd years

3 bours

#### SPA 369 MODERN SPANISH PROSE, POETRY

Masterpieces of modern Spanish prose, (emphasis on the novel) beginning with Miguel de Unamuno. Selected poetry from Nobel Prize winners – Vicente Aleixandre and others.

Spring, even years

3 hours

#### SPA 494 SEMINAR IN THE GOLDEN AGE OF SPAIN

Selected works from Cervantes and the Golden Age Theater.

Fall, odd years

3 bours

Note: Before enrolling in a literature course, a student should have completed the 305/306 sequence. A student with a particularly strong background in Spanish from Meredith or a student who places out of the 200 level sequence may be admitted to a literature course with the permission of the professor.

#### SPA 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a Spanish-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

# SPA 302 TOPICS IN SPANISH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of summer study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second-year language study. The course entails instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: *1 hour*Completion of a paper or journal: *1 hour*Participation in a series of organized visits: *1 hour*Grading A-F. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours



#### SPA 350 SPANISH HALL SEMINAR

Students will live in the Spanish section of the Foreign Language Hall and will speak Spanish in their living environment. They will attend at least 10 scheduled conferences in Spanish (sometimes English), which will present aspects of the culture, civilization, or literature of the Spanish-speaking countries in the world. In addition, they will meet for one informal conversation hour per week, during which any topic of interest can be discussed in Spanish. Students will also participate regularly in language club or other additionally scheduled activities (meetings, films, workshops, field trips to museums, etc.). Prerequisites: 200 or 300 level course work, or native speaker, or approval of professor. Regular grading or pass-fail.

1 bour

# For Certification Only FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

2 bours

#### FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOL

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

### HEALTH, PHYSICAL EDUCATION, AND DANCE

Associate Professor Massey, *Head* and *Athletic Director*; Associate Professors Bross and Chamblee; Assistant Professors Brown and Colwell; Instructors Elliott and Hatchell; Adjuncts Grady, P. Huber, Richard, and Taylor.

Through health, physical education and dance the student gains greater knowledge and appreciation of her physical self as well as develops skills and creative abilities. The department offers a wide variety of activities with special emphasis on fitness, life-time sports and dance. For the highly skilled there are opportunities to participate in the intercollegiate program, the dance theatre, or the aqua angels.

The department offers a major and minor in dance and a minor in physical education. Students who wish to pursue special studies or contractual majors should consult with the department head. Courses not available at Meredith may be taken through the Cooperating Raleigh Colleges.

# Requirements for a B.A. Degree in Dance

BIO 101, 141, 102, 142, 322, and 342,

PED 282 and 482.

THE 245.

DAN 156, 255, 256, 356, 357, 359, 453, 455, 456, 457, and nine credit hours of technique at level II or above. (May include up to two hours of Mind/Body Integration.)

# Curriculum Theory: Health

### HED 100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge and understanding pertaining to personal and community health. Special emphasis on developing positive health attitudes and practices.

2 hours

#### **HED 200 FIRST AID**

A course designed to prepare students with the knowledge and skills to meet most situations when emergency first aid care is necessary. Red Cross CPR Certification.

#### HED 282 PREVENTION AND CARE OF INJURIES

Emphasis is on prevention and treatment of injuries incurred in dance and sports activities.

1 bour

# HED 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of the elementary school-age children and provide them with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements.

2 hours

# Theory: Physical Education PED 329 PHYSICAL FITNESS

A course designed to provide knowledge of the interrelationship of fitness, nutrition, weight control, body mechanics, stress, values of exercise and skill programs. Proper methods of exercise and weight training are stressed. Does not meet general education requirements.

3 hours

#### PED 482 KINESIOLOGY

A study of the neuromuscular and mechanical principles of movement. This course is designed to aid students in understanding and analyzing human movement in sport, dance, and physical education activities. Prerequisite: BIO 322 and 342.

3 bours

# PED 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the physical education needs and interests of elementary school-age children and to provide them with information, ideas, and experiences pertinent to principles, planning, teaching, and evaluating physical education at the elementary school level. Does not meet general education requirements.

2 hours

# Theory: Dance DAN 255 MOVEMENT FUNDAMENTALS

An introduction to and practice of movement and rhythmic fundamentals integrated with guided creative problem-solving necessary for understanding movement as a creative as well as physical activity. Counts as an elective in the humanities and fine arts.

2 hours

#### DAN 256 DANCE COMPOSITION I

An introductory course to the basic elements of solo and duet choreography - space design, rhythm, texture, musical accompaniments and subject matter. Includes selected readings on both traditional and avant-garde approaches to composition. Students will compose orginial solo movement phrases and explore the different techniques used when composing for two dancers. Prereq-

uisite: PED 156. Counts as an elective in the humanities and fine arts.

3 bours

#### DAN 356 DANCE COMPOSITION II

A study of the effects of time, space and energy on movement designed for a large group. Methods of organizing movement designed for a large group will be explored, as well as a student of the aesthetic concerns of the 20th century choreographers. Students will develop an original idea into a group choreography that demonstrates an understanding of the craft and art of making dances. Prerequisite: PED 256. Counts as an elective in the humanities and fine arts.

3 bours

#### DAN 357 CREATIVE MOVEMENT FOR CHILDREN

Examines the objectives and methods of creative movement exploration as it relates to and enhances the total curriculum. Work will emphasize individual expression. Prerequisite: DAN 255. Counts as an elective in the humanities and fine arts.

2 bours

#### **DAN 359 DANCE HISTORY**

A survey of the development of dance in the 20th century and the ideas of the 19th century that were crucial to these developments. Counts as elective in the humanities and fine arts.

3 hours

#### **DAN 455 DANCE PRODUCTION**

A survey of theatre crafts and techniques involved in dance production, including lighting, sound, set and costume design and construction, publicity and promotion, management and administration, stage management, and videotaping.

3 hours

#### **DAN 456 DANCE PRACTICUM**

A course designed to give the student practical experience in such areas as choreography, teaching, production, etc. All course specifications must be approved by the instructor prior to registration.

1 to 3 hours

#### DAN 457 TEACHING METHODS OF DANCE

Methods and techniques of teaching the artistic forms of dance, with emphasis on the creative and physical principles of movement. Prerequisite: DAN 357.

3 bours

#### **Activity Classes**

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional physical education activity courses which may

be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation. Exceptions to the maximum of eight credits for students majoring in dance or minoring in physical education or dance must be approved by the department head and by the academic dean or registrar.

Students may repeat courses at the same level only with special permission granted by the departmental head and upon recommendation from her previous instructor.

Unless specified, activity courses carry *one credit hour* per semester. A student may not audit an activity course without special permission from the department head. Pass-fail grading only. (See page 89 for exception.)

Equitation, ice skating, skiing, and racquetball are taught by professionals at off-campus facilities.

### Physical Education

Aquatics

- **PED 110 Swimming I** for non-swimmers.
- PED 113 Synchronized Swimming I fundamentals including stunts, stroke variations, and choreography; must be a strong swimmer and know basic strokes.
- **PED 210 Swimming II** must be able to swim in deep water.
- PED 211 First Aid, CPR, and Emergency Water Safety a prerequisite for lifeguarding and/or WSI. Prerequisite: PED 210 or equivalent
- **PED 310 Swimming III** advanced strokes, synchronized and diving.
- **PED 311 Lifeguarding** for strong swimmers to qualify for Red Cross certification. Prerequisite: Current First Aid and CPR certificates.
- PED 312 Water Safety Instructor Prerequisite: current Red Cross Lifeguarding certificate or Emergency Water Safety certificate.

2 hours

# PED 313 Synchronized Swimming II — Aqua Angels (performing group); advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

### Conditioning and Physical Fitness

- **PED 120 Conditioning** includes jogging and activities for muscle tone, weight, and figure control.
- PED 122 Aerobics exercise to music.
- PED 123 Aerobics Activities A combination of aerobic exercise, cycling, jogging, and swimming.
- PED 124 Weight Training Omnikinetic (Hydra-fitness) and isotonic weight lifting (universal and free weights) for muscle strength and endurance.
- **PED 125 Aquatic Fitness** Exercise and swimming to music.
- PED 126 Muscle Tone and Stretch An extensive isokinetic workout for increasing strength, flexibility and muscle tone for all major muscle groups.

#### Individual Sports

- PED 130 Equitation I\*(Beginner) taught at McNair's Stables
- PED 140 Archery
- PED 141 Badminton I (Beginner)
- PED 142 Bowling I\* taught at Western Lanes.
- PED 143 Golf I\*
- PED 146 Tennis (Beginner)
- PED 147 Snow Skiling\* taught between semesters (French Swiss Ski College, Boone, North Carolina.)
- PED 148 Racquet Ball I\* taught at Capital Athletic and Aquatic Club
- PED 150 Ice Skating\* taught at Ice House, Cary
- PED 230 Equitation II\* (Intermediate) taught at McNair's Stables
- PED 241 Badminton II Prerequisite: PED 141 or equivalent
- PED 242 Bowling II - Prerequisite: PED 142 or equivalent
- PED 243 Golf II\* Prerequisite: PED 143 or equivalent.
- PED 246 Tennis II Prerequisite: PED 146 or equivalent.

- **PED 330 Equitation III\*** (Advanced) taught at McNair's Stables
- PED 346 Tennis III Prerequisite: PED 246 or equivalent

#### Team Sports

- PED 161 Basketball
- PED 163 Softball
- PED 164 Volleyball

### Intercollegiate Sports

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

PED 470 Golf

PED 471 Basketball

PED 475 Volleyball

PED 476 Tennis

PED 477 Fast Pitch Softball

#### Dance

- DAN 151 Ballet I
- DAN 152 Folk and Square
- DAN 153 Modern I
- DAN 154 Jazz I
- DAN 156 Movement Improvisation -

- DAN 251 Ballet II Prerequisite DAN 151 or equivalent
- DAN 253 Modern II Prerequisite: DAN 153 or equivalent
- DAN 254 Jazz II Prerequisite: DAN 154 or equivalent
- DAN 258 Mind/Body Integration
- DAN 351 Ballet III Prerequisite: DAN 251 or equivalent
- DAN 353 Modern III Prerequisite: DAN 253 or equivalent
- DAN 354 Jazz III Prerequisite: DAN 254 or equivalent
- DAN 453 Meredith Dance Theatre A performance company. Membership by audition or invitation.

PED 248 Racquet Ball II • – taught at Carolina Courts – Prerequisite: PED 148 or equivalent.

<sup>\*</sup>Special Fee.

<sup>\*</sup>Special Fee.

### HISTORY AND POLITICS

Professor F. Grubbs, *Head*; Professors Burris, C. Grubbs, and Parramore; Associate Professors Frazier (*Director of Programs in Politics*) and Gates; Assistant Professor True-Weber; Adjuncts Lemmon, Novak, and Sherwood.

The department offers a major in history, American civilization, international studies, and political studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and politics. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that, thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

### Special Career Directions

History and political studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks and internships in vocational areas.

#### Advanced Placement

The department offers advanced placement in American History 214, 215; Western Civilization 101, 102; Introduction to Non-Western Civilization 224; Politics 100.

# Requirements for a Major in History

A major in history consists of 30 hours, including nine hours in HIS 101 or 102, 214 or 215, 200 or 224. HIS 499 and HIS 334 are required of all majors. Major professor, Mr. Grubbs.

# Requirements for a Major in American Civilization

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and a seminar in history, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Mr. Grubbs.

# Requirements for a Major in International Studies

A major in international studies consists of 36 hours, with a minimum of 15 hours in history, in addition to 334, 499, and 15 hours in related fields of business, economics, geography, and fine arts.

Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language.

# Requirements for a Minor in History

The minor in history consists of 18 hours: six hours at the 200 level; nine hours at the 300-500 level; and, in addition, three hours in HIS 334 Research.

# Requirements for a Concentration in Criminal Justice Studies

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

## Curriculum

### History

# HIS 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, and Judaeo-Christian traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750.

3 hours

#### HIS 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, romanticism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

3 hours

# HIS 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of the conquest, colonization, and independence; ending with the study of contemporary characteristics of the modern Latin American states.

History and Politics

### HIS 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

3 bours

#### HIS 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state.

3 hours

# HIS 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa.

3 bours

#### HIS 231 AN INTRODUCTION TO MUSEUMS

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: Three semester hours of history or by permission.

1 bour

#### HIS 232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: Three semester hours of history or by permission.

1 bour

# HIS 233 RESEARCH IN LOCAL AND FAMILY RECORDS

Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. Prerequisite: Three semester hours of history or by permission.

1 bour

#### HIS 302 ENGLISH HISTORY SINCE 1066 A.D.

A general survey of the history of English from the Norman Conquest to the present. Emphasis on the development of English political institutions, literature, cultural, social, economic, political, and constitutional issues.

3 hours

### HIS 304 GREEK AND ROMAN HISTORY

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

3 bours

# HIS 306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role.

3 bours

#### HIS 308 CONTEMPORARY EUROPE SINCE 1945

A comprehensive study of the European nations since the end of World War II. The course will explore the political, social, economic, and cultural characteristics of the nations.

3 hours

#### HIS 310 MODERN CHINA

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

3 bours

#### HIS 313 VICTORIAN AMERICA

A study of the Cowboy West, Art, literature, politics, religion, Indians, the new science and technology, and democracy. Course will concentrate on years after 1835. Victorian ideals, culture, and outlook will be stressed.

3 bours

#### HIS 314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial makeup, and Revolutionary period.

3 hours

# HIS 319 CONTEMPORARY AMERICAN HISTORY SINCE 1945

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy.

3 bours

#### HIS 325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.

3 bours

#### HIS 330 THE UNITED STATES AND THE WORLD

A study of global issues involving the United States visa-vis Europe, Soviet Union, Latin America, Africa, Near East and Asia on the contemporary level. May be taken for credit in political science or history.

3 bours

#### HIS 333 HISTORY OF THE SOUTH

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

3 bours

#### HIS 334 METHODS OF HISTORICAL RESEARCH

Individually directed research in the use of sources and in historical writing producing three term papers in history courses above the 100 level (only one paper is permitted in a 200 level course).

3 bours

#### HIS 499 SENIOR SEMINAR

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, maiors only.

3 bours

#### HIS 520 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history.

3 bours

#### HIS 764 THE TEACHING OF SOCIAL STUDIES

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major. Offered spring semester.

3 bours



#### **Politics**

Associate Professor Frazier; Assistant Professor True-Weber

### Requirements for a Major in Political Studies

A major in political studies consists of 36 credit hours with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses in fields such as history, sociology, economics, religion, philosophy and psychology. All politics majors are required to take POL 100, 200 and 334. All politics majors are encouraged to take an internship. The choice of courses in related fields must be approved by the director of the political studies program, but HIS 214, 215 or 319 are strongly recommended. Major professor, Mr. Frazier.

### Requirements for a Minor in Political Studies

The minor in political studies consists of 18 hours: POL 100 and POL 200, and, in addition, 12 hours in politics courses in consultation with the director of political studies

#### POL 100 AMERICAN POLITICAL SYSTEM

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on current political controversies.

3 hours

#### POL 200 PARTIES AND PRESSURE GROUPS

An introduction to the extra constitutional aspects of the American political system. Topics covered include parties, pressure groups, press, public opinion polls, voting behavior and political culture. Generally includes an intensive focus on current elections.

3 hours

#### POL 204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the USSR, and at least one developing nation.

3 bours

#### POL 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

3 bours

# POL 303 CONTEMPORARY AMERICAN POLITICS AND POLICY

A survey of current government policy in major issue areas and in depth study of current political controversies. Students are introduced to major sources of information about current affairs.

3 bours

# POL 305 INTRODUCTION TO PUBLIC ADMINISTRATION

An introduction to the role of the executive branch in the American political system, to the history and theory of public sector management, and to the skills needed by public sector managers.

3 bours

# POL 330 THE UNITED STATES AND THE WORLD

Cross listed with HIS 330.

3 bours

### POL 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the director of the political studies program.

3 to 4 hours

#### CAPITAL CITY SEMESTER

The Capital City Semester is an intensive program in North Carolina government and politics. The core of the program is the six hour North Carolina Politics Seminar (POL 340). It may either be taken alone or combined with a research project (POL 334) and/or an internship. Offered spring semester of uneven years.

6 to 12 bours

# POL 340 NORTH CAROLINA POLITICS SEMINAR (CAPITAL CITY SEMESTER)

An intensive survey of North Carolina government and politics keyed to issues before current sessions of the General Assembly. Participants generally meet downtown for seminar sessions with speakers who are involved in state government. The government of North Carolina is placed in a national context through a survey of government patterns in other states. Special research projects, field trips and individual observation projects are also part of this program.

6 hours

# POL 350 SELECTED TOPICS IN POLITICAL STUDIES

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. May be taken on multiple occasions.

1 to 4 hours

## POL 374 INTRODUCTION TO RESEARCH

See SOC 374 for description.

3 hours

# POL 375 INTRODUCTION TO RESEARCH LABORATORY

See SOC 375 for description.

1 bour

#### COMMUNITY INTERNSHIP

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past, students have interned in state agencies, at the Supreme Court, with political campaigns, in the General Assembly, and with interest groups. All internships require the permission of the director of the Political Studies program.

1 to 4 bours

### **Legal Assistant Courses**

#### LEG 400 LEGAL SURVEY

An overview of legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations.

3 hours

#### LEG 401 LEGAL RESEARCH

Legal bibliography and research methods. Included: court reports, statutes, and digests; legal encyclopedias, treatises and periodicals; legal citation form; Shepard's citators; introduction to legal writing. (Juniors and seniors only.) Prerequisite: Legal Survey 400.

3 hours

Courses are available through the Cooperating Colleges in African and Middle Eastern history, and in select topics in politics.

Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed on page 89.

#### HOME ECONOMICS

Professor Stuber, *Head*; Associate Professors Goode and Hicks; Assistant Professors Prillaman, B. Taylor, Tippett, and Whitman; Adjuncts Abbate, Andron, Barish, Brainard, and Holliday.

The purpose of the Home Economics Department is to help students develop a life direction through preparation for Home Economics professions, and to encourage and promote interest in graduate school.

The department offers majors leading to Bachelor of Science degrees in the following professions: child development, clothing and fashion merchandising, foods and nutrition, interior design, and general home economics. Minors are also offered in each area.

Majors may earn certification to teach home economics in public and private schools; they may complete K-6 certification; and they may also complete a second major of minor in another department.

The nutrition concentration is fully approved by the American Dietetic Association (ADA) and meets the academic requirements for the Didactic Program in Dietetics (Plan V). Graduates of this program are eligible for the ADA Accredited Dietetic Internship Programs, the ADA Accredited Coordinated Programs, or the ADA Approved Preprofessional Practice Programs, which are the current pathways available for completion of the supervised practice requirements.

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in general home economics by completing 24 hours of course work that does not overlap the first major.

# Requirements for a B.S. degree in Child Development

The child development major focuses on the physical, social, emotional, and intellectual development of preschool children. It prepares students for careers in nursery schools, day care centers, private kindergartens, the public schools when combined with certification requirements, and the social services when combined with the social work major. Required courses are HEC 227, 335, 499, 234, 334, 336, 436, 438, and 355 and/or 455; PSY 100, 204, 205; EDU 234; PED 200; ECO 374; SWK 405.

# Requirements for a B.S. degree in Clothing and Fashion Merchandising

The clothing and fashion merchandising major prepares students for professional careers in fashion retailing, including management and buying, apparel design, and consumer services. Required courses are HEC

355, 499, 115, 213, 214, 314, 315, 411, 412, 418; CHE 111, 141; BUS 346, 366, 467; ECO 211; six additional hours of ART and/or BUS and ECO.

# Requirements for a B.S. degree in Foods and Nutrition

The foods and nutrition major is designed for students with interests in widely varying options.

The (A) Food Service Management Concentration is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses are HEC 499, 124, 222, 223, 224, 227, 326, 327, 328, 425, 427, 764, and 355 and/or 455; ECO 374; BUS 230, 346, 366, 446, 467; BIO 101, 141; three to four additional hours of BIO, CHE, or PHY.

The (B) Nutrition Concentration is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan V program: HEC 499, 124, 227, 326, 327, 328, 425, 426, 427, 428, 429, 764; CHE 111, 141, 112, 142, 221, 241; MAT 111; BIO 101, 141, 102, 142; 322, 342 or 323, 343; 334, 344, 436; BUS 230, 346; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200.

# Requirements for a B.S. degree in Interior Design

The interior design major provides opportunities for students interested in residential, commercial, institutional, and visual design. Careers in this area include designing interior spaces for homes, offices, hotels and restaurants, retail establishments, and educational institutions. Persons with interior design majors are required to prepare a portfolio. Required courses are HEC 499, 245, 246, 346, 347, 348, 349, 418, 446, 447, 448, 449; ART 101, 103, 240; six additional hours in ART and/or BUS and ECO.

# Requirements for a B.S. degree in Home Economics

The general home economics major is designed for students who are entering careers that call for a broad knowledge of all home economics areas, such as the Extension Service, secondary and adult education.

Home Economics

When combined with requirements for secondary certification, the student is qualified to teach consumer home economics and occupational home economics at the secondary school level in North Carolina. Students who choose teacher certification should see the department for specific requirements. When combined with a major or minor in business, students are prepared for careers in consumer services, utility companies, product and equipment promotion, and government agencies. Required courses are HEC 227, 335, 499, 355; ECO 374; one course in clothing and fashion merchandising; one course in interior design; a total of 36 hours in home economics.

# Curriculum Child Development HEC 234 THE PRESCHOOL CHILD

A study of the behavior and development of preschool children. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh PreSchool. Two lectures and three hours of laboratory per week.

3 hours

#### **HEC 334 INFANT AND TODDLER**

A study of the development and care of the infant and toddler. Lecture and laboratory.

1 bour

# HEC 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

3 hours

#### **HEC 336 PRESCHOOL ACTIVITIES**

A study of the principles and components of a creative preschool program which fosters the total development of the child. Prerequisite: HEC 234. Two lectures and three laboratory hours per week.

3 hours

#### HEC 436 PRESCHOOL ADMINISTRATION

A study of the administration of day care centers including staffing, financial management, licensing, equipment, working with boards and parents, health, safety and nutritional concerns. Prerequisite: HEC 234. Two lectures and three hours of laboratory per week.

3 hours

#### **HEC 438 PARENT EDUCATION**

An overview of parent education with special emphasis on parent-child relationships, as well as problems and procedures of teachers working with children and/or families. Prerequisites: HEC 234, 334, 436.

3 hours

#### Clothing and Fashion Merchandising HEC 115 PRINCIPLES OF CLOTHING CONSTRUCTION

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week.

3 hours

#### HEC 213 BEHAVIORAL ASPECTS OF CLOTHING

A study of economic, psychological, and sociological aspects of clothing.

Fall 3 bours

HEC 214 APPAREL MERCHANDISING

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

Fall 3 hours

#### HEC 314 RETAIL MERCHANDISING

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

Spring 4 hours



#### HEC 315 HISTORY OF COSTUME

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period (2700 B.C.) to the 20th century. Spring

3 bours

#### HEC 316 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: HEC 115. One lecture and five hours of laboratory per week.

Fall, alternate years

3 bours

#### **HEC 411 FASHION ILLUSTRATION**

A study of basic body proportions and garment silhouettes in creating fashion illustrations for advertising. Use of a vareity of media to achieve appropriate effects for illustrations.

1 bour

#### **HEC 412 FASHION DISPLAY**

A study of retail fashion display with emphasis on types and applications of displays. The use of design principles in creating effective displays.

1 bour

#### **HEC 417 APPAREL DESIGN**

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: HEC 115.

Spring, alternate years

3 bours

#### **HEC 418 TEXTILES**

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

3 bours

### Foods and Nutrition HEC 124 PRINCIPLES OF FOOD

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week.

3 hours

#### HEC 222 PRINCIPLES OF FOOD CONSERVATION

Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Prerequisite: HEC 124.

As needed

1 bour

### HEC 223 PRINCIPLES OF CATERING

Food preparation and techniques, cost analysis, and business contracts for special social occasions.

As needed

1 hour

#### HEC 224 CULTURAL FOODS

A study of food and food customs of selected cultures. As needed 1 hour

#### HEC 227 NUTRITION

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

3 hours

#### HEC 326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: HEC 124. Two lectures and four hours of laboratory per week.

2 hours

#### HEC 327 INSTITUTIONAL FOODS

Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Prerequisite, HEC 124. Co-requisite, HEC 328. Fall

3 bours

#### HEC 328 FOOD SERVICE EQUIPMENT

Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Prerequisite, HEC 124. Co-requisite, HEC 327.

1 bour Fall

#### **HEC 425 FOOD SERVICE SYSTEMS ADMINISTRATION**

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Prerequisites: HEC 124, 327, 328. Spring

3 hours

#### HEC 426 NUTRITIONAL ASSESSMENT

An orientation to the responsibilities of the clinical dietitian as a member of the health care team. Includes application of nutritional assessment methods, interpretation and rationale of analytical procedures, termonology, and charting related to nutrition. Introduction to the understanding, selection, and use of microcomputer software in clinical dietetics. Prerequisite: HEC 227. 3 bours Spring

Home Economics

### HEC 427 EXPERIMENTAL FOOD SCIENCE

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: 124, 227,326, BIO 436.

Fall 3 hours

#### HEC 428 ADVANCED NUTRITION

A study of food nutrients, through digestion, absorption, and cellular metabolism. Prerequisites: CHE 111, 112: BIO 101, 102 and HEC 227.

Fall 3 hours

### **HEC 429 CLINICAL DIETETICS**

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional assessment. Prerequisite: HEC 227, 428; CHE 111, 112; BIO 101, 102, 436.

Spring 3 hours

### Interior Design HEC 245 HOUSING

Study of psychological, physiological, and social aspects of environment within and outside the dwelling. Study of needs of aged and handicapped. Study of floor plans, residential construction, legal and financial aspects, and site selection and landscaping. Government policies influencing housing: zoning codes.

3 bours

#### HEC 246 INTERIOR DESIGN MATERIALS

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, refinishing wood furniture, and calculating yardage needed for floor and wall coverings, window treatments, and upholstered furniture.

3 bours

#### HEC 346 INTERIOR DESIGN I

An exploration of the basic principles and skills of interior design. Includes the application of point, line, plane, volume, light, and color dynamics to human environments. Emphasis on design solutions relevant to human needs. Prerequisite: ART 101. Also offered as ART 346.

3 hours

#### HEC 347 INTERIOR DESIGN II

Studio problems in interior design for residential projects. Survey of residential construction technology. Continued skill development in architectural drafting, perspective, and presentation techniques. Prerequisite: HEC 346. Also offered as ART 347.

3 hours

### HEC 348 INTERIOR LIGHTING DESIGN

Exploration of light as a design element in interior design; uses and control of light, lighting fixtures, and lighting installation. Emphasis on lighting for general illumination, tasks, and aesthetic effects. Prerequisites: HEC 346 and 347.

1 bour

# HEC 349 PROFESSIONAL PRACTICES IN INTERIOR DESIGN

Investigation of business procedures and practices in professional practice of interior design. Prerequisite: HEC 346.

1 bour

#### HEC 446 COMPUTER AIDED DESIGN

Exploration of computer aided drafting and design, including floor plans and elevations completed with the computer. Prerequisites: HEC 346, 347, 447. Also offered as ART 446.

1 bour.

#### **HEC 447 COMMERCIAL DESIGN**

The execution of creative solutions for commercial and institutional interior design problems. Introduction to interior design profession. Development of portfolio. Prerequisite: HEC 346, 347. Also offered as ART 447.

3 bours

#### HEC 448 HISTORY OF ARCHITECTURAL INTERIORS AND FURNISHINGS

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art and furniture styles to interiors. Survey of contemporary designers. Prerequisite: HEC 346. Also offered as ART

2 hours

#### HEC 449 SPECIAL PROBLEMS IN INTERIOR DESIGN

Developing solutions for specialized interior design problems. Application to either contract or residential design. May be repeated. Prerequisite: HEC 346, 347. Also offered as ART 449.

1 bour

### General Home Economics Courses HEC 355 HUMAN RESOURCE MANAGEMENT

The use of human resources to promote individual and family development. Emphasis on family life management skills.

3 hours

#### HEC 356 HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment.

Fall 1 hour

#### **HEC 374 CONSUMER ECONOMICS**

An analysis of intelligent consumer decision-making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. Also offered as ECO 374.

3 bours

#### HEC 455 RESOURCE MANAGEMENT PRACTICUM

Residence in the Ellen Brewer House. Suggested prerequisites: HEC 326 and 355.

3 bours

#### Seminar

#### HEC 499 PROFESSIONAL SYMPOSIUM

History, philosophy, and current trends in home economics. Pass-fail grading only.

Fall

1 bour

#### Education HEC 764 METHODS OF TEACHING HOME ECONOMICS

A study of planning, implementing, and evaluating a home economics program. Practical experience in lesson planning, using a variety of techniques. Emphasis on assessing the needs of learners and matching teaching/ learning styles. Includes emphasis on new technology in the classroom. Recommended for all majors. Required for secondary education and food service management majors. May not be counted toward a major.

Spring

3 bours

#### HEC 765 HOME ECONOMICS EDUCATION

A survey of the curriculum for secondary home economics education (Consumer Home Economics and Occupational Home Economics). Includes a study of program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations (FHA and HERO), and legislation. Includes field experience. Required of secondary home economics education majors.

Fall

2 bours

#### **HEC 930 INTERNSHIP**

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student.

1 to 3 bours

Students who wish advanced study in home economics should consult with the department head and arrange for it through the special studies options listed on page 89.

# MATHEMATICS AND COMPUTER SCIENCE

Professor V. Knight, *Head*; Professors Davis and Preston; Associate Professors Bouknight and Kraines; Assistant Professors Bergschneider and O. Taylor; Instructor Balla; Adjuncts Guglielmi, Richardson, and Stanislaw.

### Goals and Objectives

The objectives of the programs and courses offered by the Mathematics and Computer Science Department are to foster in the student

- facility and skill in mathematical reasoning, creative thinking, and problem solving
- preparation for
  - careers related to mathematics and computing
  - careers in business and the professions
  - careers in secondary and elementary teaching
  - graduate school
  - general living, and a lifetime of continuing education
- the ability to use the computer as a resource
- an appreciation for mathematics and its applications

In addition, objectives of computer related programs and courses are for the student to obtain

- a general knowledge of computer hardware and software
- the ability to learn new programming languages and software packages
- an appreciation for the power and limitations of computing
- an understanding of the ethical and societal implications of the computer

To attain these goals the department offers programs for a B.S. in mathematics, a B.A. in mathematics, and a B.S. in mathematics/computer science.

Minors in mathematics, computer science, and mathematics and computer applications are also offered, along with a variety of support courses for other disciplines. Requirements for minors are available in the departmental office.

In addition, the department offers the mathematics and methods courses needed for any "grade" level of teacher certification in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies. Each year the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses.

Extracurricular activities include a freshmansophomore mathematics competition, participation in the William Lowell Putnam Mathematical Competition, and the competition in Mathematical Modeling. The Canaday Mathematics Club sponsors guest speakers, programs on co-ops and careers, and various other activities. Pi Mu Epsilon is a national honor society in mathematics.

# Requirements for Majors CORE CURRICULUM

Courses	<b>Credit Hours</b>
MAT 211 Calculus I	4
(Prerequisite: MAT 110 or placement)	
MAT 212 Calculus II	3
MAT 220 Linear Algebra	3
MAT 250 Mathematical Reasoning	2
MAT 313 Calculus III	3
Total hours required: 15	

#### BACHELOR OF ARTS — Mathematics

#### 

# BACHELOR OF SCIENCE —

Total hours required: 27

Prerequisite hours: 3

Credit Hours
1. Core curriculum
2. MAT 410 Advanced Calculus 3
3. At least two courses chosen from 6
MAT 321 Modern Abstract Algebra
MAT 415 Topics in Analysis
MAT 425 Topics in Algebra
MAT 434 Topics in Geometry and Topology
4. Mathematics courses
numbered 200 or above33
(This includes courses from 1-3 above.)
5. CSC 201 Computer Science I with Pascal 3
6. One of the following sequences 8
CHE 111-112 General Chemistry I and II
or PHY 211-212 General Physics I and II

7. At least 12 semester hours in one of the following related areas: biology, business and economics, chemistry and physics, or computer science.

Total hours required: 56 Prerequisite hours: 3

# BACHELOR OF SCIENCE — Mathematics/Computer Science

Credit Hours
1. Core Curriculum
2. MAT 360 Numerical Analysis 3
3. At least one course chosen from
MAT 321 Modern Abstract Algebra
MAT 410 Advanced Calculus
MAT 415 Topics in Analysis
MAT 425 Topics in Algebra
MAT 434 Topics in Geometry and Topology
4. Mathematics courses
numbered 200 or above
(This includes courses from 1-3 above.)
5. Computer science courses
numbered 200 or above including
CSC 201 Computer Science I with Pascal
CSC 212 Computer Science II:
Advanced Programming in Pascal
CSC 311 Computer Organization
CSC 301 Data Structures and Algorithms
CSC 321 Topics in Computer Science
6. At least 48 hours in mathematics
and computer science courses numbered
200 or above.
(This includes courses from 1-5 above.)
(11113 Includes courses from 1-3 above.)

Total hours required: 48 Prerequisite hours: 3

## Requirements for Certification

- Elementary (K-6) certification: MAT 150 and 110 or 120
- Middle Grades (6-9) certification: MAT 150 (unless mathematics concentration)
- Secondary certification (in area other than mathematics): any three hours of mathematics
- Secondary certification in mathematics: at least 30 hours in mathematics courses that must include MAT 321, 334, and 340. In addition, at least three hours in computer science are required.

Certification endorsements are available in Mathematics and Computer Science.

### Credit Testing in Mathematics

Each year during freshman orientation the department gives tests in algebra, trigonometry, and introductory calculus. Students with scores indicating a high achievement level will be given credit for corresponding courses. Those with scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a noncredit basic skills course before taking a college level mathematics course.

Also, any student enrolled in an advanced placement calculus in her senior year in high school may request placement in MAT 212 with credit for MAT 211 upon presentation of satisfactory scores on the Advanced Placement Examination.

#### Curriculum

#### MAT 110 ELEMENTARY FUNCTIONS

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, and some functions of two variables. After completing this course, a student would have an appropriate background for MAT 211 Calculus I.

3 bours

#### **MAT 120 FINITE MATHEMATICS**

A study of numbers, sets, probability, applied linear algebra, including matrices, and linear programing; with applications of these topics in a variety of disciplines.

3 bours

# MAT 150 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Topics covered include set theory, the metric system, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, elementary algebra, and the development of the real number system.

3 hours

#### MAT 211 CALCULUS I

A study of functions, limits, continuity, the derivative, the integral. Applications of differentiation and integration include maxima, minima, related rates, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use a computer package. Prerequisite: MAT 110 or placement.

#### MAT 212 CALCULUS II

A continuation of the calculus of functions of one variable. Topics include transcendental functions, integration techniques, conic sections, polar coordinates, parametric equations, and infinite series. Students will use a computer package. Prerequisite: MAT 211.

3 bours

#### MAT 220 LINEAR ALGEBRA

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use a computer package. Prerequisite: MAT 211.

#### MAT 245 STATISTICS

A general introduction to descriptive and inferential statistics for the non-math major. Includes elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical packages on the college's computers. Credit is not allowed for both MAT 245 and PSY 200. Prerequisite: MAT 110 or MAT 120 or equivalent level of mathematical maturity.

3 hours

#### MAT 250 MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. (It is recommended that students take MAT 211 before taking this course.)

2 hours

#### MAT 313 CALCULUS III

Vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, line integrals, and surface integrals. Students will use a computer package. Prerequisite: MAT 212.

Spring

3 hours

#### MAT 321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems. Topics covered will include relations, maps, groups, rings, and fields. Group theory will be emphasized, and will include isomorphism, homomorphism, and quotient groups. Prerequisite: MAT 250.

Fall 3 hours

#### MAT 334 MODERN COLLEGE GEOMETRY

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisite: Four courses in MAT, 200 level or above, including MAT 250.

Fall, even years

3 hours

#### MAT 340 PROBABILITY

A study of probability as a mathematical system. Includes discrete and continuous random variables and their distributions, limit theories, multivariate probability distributions, and topics in statistical inference. Prerequisite: MAT 212.

Fall, odd years

3 bours

#### MAT 341 MATHEMATICAL STATISTICS

A study of statistical theory and inference from sample data. Includes functions of random variables, sampling distributions of statistics, point and interval estimation, decision theory, hypothesis testing of a variety of population parameters, correlation, and regression. Prerequisite: MAT 340.

Spring, even years

3 bours

#### MAT 345 APPLIED STATISTICAL MODELS

The application and theory of simple, multivariate, linear, and non-linear regression; the analysis of variance; time series analysis. Applications include problem solving in bsiness, economics, the social sciences, biology, and other sciences. The student will learn and use SAS on the college's mini-computer. Prerequisite: One three-hour statistics course.

Spring, odd years

3 bours

#### MAT 354 DIFFERENTIAL EQUATIONS

A study of first order equations, linear equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisite: MAT 313.

Spring, odd years

3 bours

#### MAT 360 NUMERICAL ANALYSIS

Computational procedures using computers. Topics include numerical methods for solving nonlinear equations, systems of linear equations, and ordinary differential equations, polynomial and least squares approximation, interpolation, numerical differentiation, and numerical quadrature. Students will use a computer package.

Fall, even years

3 hours

#### Computer Science

Courses with CSC prefix do not apply toward the mathematics general education requirements. However, these courses are complementary to many programs.

#### CSC 111 COMPUTERS AND THEIR USES

This course is an introduction to computers, including their components, operation, and control. Among topics to be surveyed are computers and society; input/output and mass storage devices; processors and memories; and hardware, software, and systems development. This course provides experience in learning and using software

such as integrated packages containing word processors, spreadsheets, and databases. An introduction to programming using BASIC is included. Students will have hands-on use of the College's microcomputers.

3 bours

#### CSC 201 COMPUTER SCIENCE I WITH PASCAL

Understanding algorithms, programs, and characteristics of computers. Designing, coding, debugging, and documenting Pascal programs using techniques of good programming style. Prerequisite: MAT 110 or MAT 120 or equivalent.

Fall

CSC 211 COBOL PROGRAMMING
Introduction to the business-oriented programming language COBOL. Designing structured programs, including table handling, array processing, and report

generating. Prerequisite: Three hours of computer

science.

Spring, even years

3 hours

3 bours

# CSC 212 COMPUTER SCIENCE II: ADVANCED PROGRAMMING IN PASCAL

A continuation of the development of program design, including style, debugging, and testing larger programs. Advanced features of Pascal, such as records, pointers, and recursion, are studied. Prerequisite: CSC 201.

Spring 3 hours

#### **CSC 301 DATA STRUCTURES AND ALGORITHMS**

Topics include the sequential and linked allocation of lists, stacks, queues, and trees. Algorithms for implementation are discussed. Graph theory of finding paths and spanning trees is included. Prerequisite: CSC 212.

Fall 3 bours

#### **CSC 311 COMPUTER ORGANIZATION**

Provides the fundamentals of logic design, the organization and structuring of the major hardware components of computers, and an introduction to concepts of assembly language programming. Prerequisite: CSC 201. Spring, odd years 3 hours

#### **CSC 312 MANAGEMENT INFORMATION SYSTEMS**

The principles and techniques of information analysis and systems design as related to the development of management information systems. Topics include information flow, information requirements of management, decision making models, operations analysis and modeling techniques, the systems design process, and systems analysis tools. Prerequisite: Any CSC course.

Spring, odd years

3 hours

### CSC 321 TOPICS IN COMPUTER SCIENCE

Topics of current interest in computer science not covered in other courses. Prerequisite: Varies with topic studied.

Fall

3 bours

#### **CSC 330 OPERATING SYSTEMS**

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems, including UNIX and UNIX-like systems will be studied with handson assignments on the College's computer systems. Prerequisite: CSC 212.

Spring, even years

3 bours

Under the auspices of Cooperating Raleigh Colleges, students in the mathematical and computer sciences can take courses at North Carolina State University. This option is most often used to add a course or two in a specialized area of interest to the student. However, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, mathematics and statistics have been taken by Meredith students availing themselves of this option.

Students who wish advanced study and research in mathematics should consult with the department head and arrange for it through the special studies options listed on page 89.

## MUSIC, SPEECH, AND THEATRE

Professor David Lynch, *Head*; Professor Clyburn; Associate Professors Fogle, Page, and Vaglio; Assistant Professors Creagh, P. Garriss, Haeseler, and N. Stephenson; Artist-in-Residence Powers; Adjuncts Atchley, Brockwell, Bruce, Charlton, Daugherty, Dopler, Downward, Dunson, Dyke, Eagle, Farrington, M. Garriss, Gettes, Goode, Harnish, Hopkins, Hudson, Janke-Robinson, Jolly, Kelly, Lohr, M. Lynch, McAllister, McKee, McWilliams, Partridge, Riva-Palacio, Rodgers, Southwick, E. Stephenson, Thomas, and Whitlow; Technical Director Connie Smith; Technical Assistant Digesu.

### **Purpose**

The study of music, speech, and theatre at Meredith has a twofold emphasis: (1) the importance of the performing arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest calibre for students who plan to pursue careers in the performing arts.

The student who chooses a major or a concentration in the performing arts will be prepared to pursue a variety of careers: as a teacher, a performer, an actor, a director, a technician, a business person, a church musician or minister — all directly related to the performing arts; or she may choose a career in a different field, in which the disciplines learned in the performing arts will give her a distinct advantage in mastering other skills.

## Areas of Concentration

The department offers the following major programs: Bachelor of Arts in music, speech, or theatre. Bachelor of Music in applied music (concentration in instrument, voice, or piano pedagogy) or in music education.

A Certificate in Church Music may be earned in conjunction with any of the undergraduate majors in music. Minors are available in music, musical theatre, speech, and theatre. Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The Master of Music, with a major in either Performance and Pedagogy or in Music Education, is also offered. Information is available in the music department or in the graduate office.

### Audition and Interview

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music or theatre come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An audition is prequisite for admission into a major program and for scholarship consideration, and sometimes, though not always, for admission to the college itself. In cases where distance prohibits a personal visit, a tape recording and/or video tape may be sent in lieu of a personal audition.

# Requirements for a Major BACHELOR OF ARTS

### 1. Major in Music

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. Some students pursuing the B.A. in music also obtain the early childhood or intermediate education teaching certificates; some, a second major in another subject (such as religion, psychology, business, mathematics) to prepare for careers which provide the opportunity to use a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

Music courses	32
Theory 100, 101, 202, 203	
Ear-Training 150, 151, 252, 2534	
Keyboard 140, 141, 242, 2434	
Music Literature 2152	
Music History 310, 311, 312, 313 8	
Seminar in Music Literature 494	
Applied Music and Electives	16
Minimum in applied music8	
Graduation Recital 4901	
Electives in Music7	

### 2. Major in Speech

The Bachelor of Arts with a major in speech prepares a student for many different careers, including public relations, advertising, management and administration, personnel work, counseling, radio and television, politics, or any other career that emphasizes effective communication. Speech is also an ideal second major for students majoring in business, politics, psychology, or sociology.

The Bachelor of Arts with a major in speech requires at least 35 hours as follows: (Required courses are listed in suggested sequential order.)

Required Courses	.23
Speech 150 (Voice and Articulation)	ś
Speech 225 (Fundamentals of Speech)	
Speech 326 (Oral Interpretation of Literature) 3	
Speech 350 (Oral Communications for Business	
and the Professions)	5
Psychology 410 (Social Psychology)*3	
Advanced Rhetoric (English 358, or ap-	
proved equivalent)*	š
Speech 494 (Seminar: Communication	
Theory)	ś
Theatre 240 (Practicum: Publicity/	
House Management	L
Speech 410 (Senior Practicum)	1
Related Studies	. 12

Twelve hours are required in no more than two subject fields to be approved by the major department. At least six of these hours must be numbered at the 200 level or higher. All electives focus on the process of communication in a particular context.

Approved electives include BUS 346, BUS 366, BUS 446, BUS 448, ENG 245, ENG 475, HEC 335, POL 301, POL 303, PSY 212, PSY 332, PSY 530, SOC 335, SPE 920.

### 3. Major in Theatre

Candidates for the Bachelor of Arts in Theatre must earn 33 hours of credit. After a prescribed core of 15 hours, the student will then elect 18 hours in theatre and other areas to concentrate in either performance or production.

Core
Theatre 224 (Basic Acting)
Theatre 114 (Introduction to Theatre) 3
Theatre 245 (Stagecraft)
Theatre 315 (History of Theatre)
English 350 (Topics in Drama)
•
or F 1: 1 255 256 (Cl. 1
English 355 or 356 (Shakespeare) 3
Performance Concentration
Speech 150 (Voice and Articulation) 3
Theatre 324 (Intermediate Acting) 3
Theatre 240 (Practicum – at least three
different practica)6
Theatre 424 (Advanced Acting)
Theatre 920 (Project, Area of Specialization) 3
• • • •
Production Concentration
Theatre 240 (Practicum – at least four
different practica)6

<sup>\*</sup> Students are expected to meet the requirements of prerequisite course work or admission by permission of instructors for all courses.

Select from the following to concentrate in scenic design, costume design, or theatre management.

-		0	
Art 102 (Basic Drav	wing II)		3
Art 103 (Basic Cold	or and Design).		3
Art 104 (Basic Three			
Home Economics 1			
Home Economics 3	15 (History of C	Costume)	3
Business 110 (Fund			
Business 346 (Princ	iples of Manage	ement)	3
Theatre 920 (Project	ct, Area of Spec	ialization)	3

Students majoring in theatre are expected to participate in departmental productions.

### 4. Concentration in Musical Theatre

Musical theatre receives a great deal of emphasis at Meredith. Each year, **Meredith Performs** offers at least one major musical comedy and/or operatic production. Faculty in music, speech, and theatre have great interest in, and commitment to, musical theatre.

The student may choose a concentration in musical theatre in one of the following ways:

- She may major in music and minor in theatre (Bachelor of Arts or Bachelor of Music).
- b. She may major in theatre and minor in music (Bachelor of Arts).

#### BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in applied music or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in applied music prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in all of the programs, including the B.A. in music, may also prepare the student for specialized study leading to various types of work related to the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines used in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, and other fields not directly related to music.

Major in Applied Music	2. Concentration in Voice
LIBERAL ARTS AND SCIENCES 42	Theory 100, 101, 202, 203
English composition	Ear-Training 150, 151, 252, 253 4
Major British Writers3	Keyboard 140, 141, 242, 2434
Foreign language	Music Literature 215
(Students will be placed at the appropriate	Music History 310, 311, 312, 313 8
level by the foreign languages department.	Pedagogy 220
Voice majors will be required to demon-	Phonetics 256, 257
strate a proficiency comparable to that at-	Conducting 300, 301
tained by the end of the first college year in	Seminar in Music Literature 494
two of the following languages: French,	Seminar in Theory 4952
German, Italian.)	Literature of Applied Music 314 2
Religion6	Voice
(A six-hour introduction to the Old and	Secondary applied study(ies) 4
New Testaments or a three-hour introduc-	Junior Recital 390 1
tion to Biblical literature and one advanced	Graduation Recital 490
three-hour course)	Keyboard proficiency
Social and Behavioral Sciences 6	Music electives
A. History of Western	3. Concentration in Piano Pedagogy
Civilization	Theory 100, 101, 202, 20312
B. Select a course from the following	Keyboard 140, 141, 242, 2434
categories: economics, human geog-	Ear-Training 150, 151, 252, 253 4
raphy, politics, sociology, and anthro-	Music Literature 215
pology3	Conducting 300, 301
Mathematics and natural sciences 6-7	Music History 310, 311, 312, 313 8
A. Mathematics	Literature of Applied Music 314 2
B. Natural Science 3-4	Principal applied study (piano)22
Select one course from the following	Secondary applied study (ies) 4
categories: biology, chemistry, physical	Pedagogy 220, 321, 322, 423, 424, 425
geography, physics	Lecture-recital or workshop 391
Health and physical education	Graduation Recital 490
(Choose four activity courses, or two ac-	Electives in music
tivity courses and a two-hour course in	Electives in masic
health or first aid)	
Electives in liberal arts and sciences1-8	Major in Music Education
	LIBERAL ARTS AND SCIENCES 42
MUSIC COURSES	English Composition
1. Concentration in Keyboard or Instrument	Major British Writers3
Theory 100, 101, 202, 203	Foreign Language
Ear-Training 150, 151, 252, 253 4	(Students will be placed at the appropriate
Keyboard 140, 141, 242, 2434	level by the department of foreign languages.)
Music Literature 215	Religion
Music History 310, 311, 312, 313 8	(A six-hour introduction to the Old and New
Pedagogy 220, 322	Testament or a three-hour introduction to
Conducting 300, 301	Biblical literature and one advanced three-
Seminar in Music Literature 494	hour course)
Seminar in Theory 495	Social and Behavior Sciences
Literature of Applied Music 314	A. History of Western Civilization
Principal applied study	B. American Ethnic Relations (SOC 335) 3
Secondary applied study(ies)	C. Psychology of Exceptional
Junior Recital 390	Individuals (PSY 312)
Graduation Recital 490	Mathematics and Natural Sciences
Keyboard proficiency Music electives	Mathematics
Organ majors must take Advanced	Natural Science 4
Crgan majors must take Advanced Keyboard 340	(Select from one of the following
ncyboard 340	categories: biology, chemistry,
	physics)

	(Choose four activities courses and a
	two-hour course in health or first aid) Electives in liberal arts and sciences
	USIC AND PROFESSIONAL
E	DUCATION
	Theory 100, 101, 202, 203
	Ear-Training 150, 151, 252, 253 4
	Keyboard 140, 141, 242, 2434
	Music Literature 215 2
	Music History 310, 311, 312, 313 8
	Winds and Percussions 070 4
	String Instruments 060
	Guitar Lab 068
	Instrumentation 304
	Choral Arranging 308
	Conducting 300, 301
	Principal applied study
	Secondary applied study(ies)
	Students whose principal applied study is
	not voice should take 3 hours of voice as
	secondary applied or elective.
	Graduation Recital 490
	Keyboard proficiency
E	DUCATION, METHODS, AND
E)	LECTIVE COURSES
	Materials and Methods Elementary 7202
	Materials and Methods Middle 721 2
	Materials and Methods Secondary 722 2
	Educational Psychology 234
	Foundations of American Education 232 3
	Student Teaching 439 (Block) 6
	Reading (EDU 344 or 471)
	Introduction to Audio/Visual Materials (EDU 441).1

#### Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the four major undergraduate degree programs in music, including the following specific requirements:

Conducting 300, 301       4         Church Music 395, 396, 397       6         Internship 934       4         Religion       12
(In addition to the six-hour religion require-
ment for all degrees, choose six additional
hours. The following are recommended:
REL 381, 382, 384, 389)
Applied Music
Principal applied
(Organ, voice or piano)
Complete 300 level
Secondary applieds
At least two semesters at 100 level in two
of the following (other than principal ap-
plied): organ, piano, voice
Graduation Recital 490
Ensembles must include the following experiences:
Choral ensembles 4 semesters
Handbells 2 semesters
Accompanying
(Students whose principal applied is organ
or piano)

#### MASTER OF MUSIC

Meredith offers two graduate majors in music. The Master of Music in Performance and Pedagogy emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. The Master of Music in Music Education emphasizes philosophy, theory, and methods of music education, advanced courses in education, and psychology and music courses to produce music educators of the highest calibre. Requirements for these degrees are outlined in a separate publication which may be obtained from the music department or from the graduate office.

### **Preparatory Division**

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

#### **Facilities**

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EOUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two Holtkamps, a Ryan tracker, and a Wicks), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including several synthesizers; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre possesses excellent lighting, sound, and stage machine systems, making it one of the best-equipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains a number of scores, including several complete editions, over 4,000 recordings, and several courses of programmed instruction on tapes and computer diskettes.

#### **Performances**

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith's students are the Friends of the College, Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, and the National Opera Company. Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

The Fletcher School of Performing Arts at Meredith College brings internationally distinguished artists to the campus for residencies which include performances and master classes offered to students and community professionals. During 1989-1990, the Fletcher School brought tenor Nico Castel, diction coach for the Metropolitan Opera, violinist Nicholas Kitchen, Royal Shakespeare Company actors Miles Anderson and Lesley Duff, and pianist Menahem Pressler of the Beaux Arts Trio for residencies of several days each.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 15 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. Regular attendance at public performances is as much a part of the learning experience as lessons, literature, history, practice, and other classes.

# Specific Requirements for Music Majors Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly —whether on stage, in church, in the classroom, or in the studio — in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music in performance and pedagogy candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

### **Keyboard Proficiency**

All students in the Bachelor of Music degree program must pass an examination designed to include basic

Music, Speech, and Theatre

aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

All students in the Bachelor of Music degree program must complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office.

#### **Student Recitals**

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

#### Curriculum

Courses in music may fulfill humanities-fine arts general education requirements.

### Theory

### MUS 100, 101 ELEMENTARY THEORY

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: MUS 100 before MUS 101. Three class hours weekly.

3 hours each semester

#### MUS 140, 141, ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: MUS 140 before MUS 141.

1 hour each semester

#### MUS 150, 151 ELEMENTARY EAR-TRAINING

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of TAPMASTER and PITCHMASTER systems in a lab setting to drill these skills.

1 hour each semester

#### MUS 202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th centery techniques. Harmonic dictation. Prerequisites: MUS 101 before MUS 202, MUS 202 before MUS 203.

3 hours each semester

#### MUS 242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with MUS 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: MUS 141 before MUS 242, MUS 242 before MUS 243.

1 bour each semester

#### MUS 252, 253 INTERMEDIATE EAR-TRAINING

Continued development of ear-training, sight-singing, and conducting skills begun in MUS 150, MUS 151. Prerequisite: MUS 151 before MUS 252, MUS 252 before MUS 253.

1 bour each semester

#### **MUS 304 INSTRUMENTATION**

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: MUS 202.

Spring

I hour

#### MUS 308 CHORAL ARRANGING

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisite: MUS 202.

#### MUS 340 ADVANCED KEYBOARD TECHNIQUES

Intense development of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: MUA 144. MUS 243.

1 bour

#### MUS 495 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. May be repeated for credit. Prerequisite: MUS 203.

2 hours

#### MUS 506 COMPUTERS AND MUSIC

Spring

An introduction to Basic programming with emphasis upon the development of algorithms based upon musical content. Flow-charting is studied as a technique which helps to clarify the overall direction of a program. Computer games as well as low and high resolution graphics are included.

2 bours

#### MUS 105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

1 to 4 hours each semester

### History and Literature MUS 214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. Fall and Spring

#### **MUS 215 MUSIC LITERATURE**

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors.

Spring

#### MUS 310 MEDIEVAL AND RENAISSANCE MUSIC

A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. Prerequisites: MUS 101, MUS 215. Fall

#### **MUS 311 BAROQUE MUSIC**

A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. Prerequisites: MUS 101, MUS 215.

Spring 2 hours

#### MUS 312 CLASSIC AND ROMANTIC MUSIC

A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. Prereguisites: MUS 101, MUS 215,

Fall 2 bours

#### MUS 313 TWENTIETH CENTURY MUSIC

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215. 2 hours

Spring

MUS 314 LITERATURE OF APPLIED MUSIC A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music in-

struction at Meredith. A separate section is offered for each applied area, as needed. Faculty and student performances of representative compositions will be incorporated.

Fall

2 bours

#### MUS 494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit.

2 bours

### Music Education, Pedagogy, Phonetics **MUS 060 STRING INSTRUMENTS**

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit.

Fall and Spring

1 to 3 hours each semester

#### MUS 070 BRASS AND WIND INSTRUMENTS

Required of all music education majors, this course emphasizes mastery of technical aspects of instrumental playing needed to teach the C flute, B-flat clarinet, tenor trombone, one brass valve intrument, and basic snare drum rudiments. Open only to music majors except by permission of the instructor. May be repeated for credit. 1 to 3 hours each semester Fall and Spring

#### MUS 220 PEDAGOGY I

Survey of beginner methods and elementary literature. technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. Prerequisite: MUS 101, MUS 215. Spring

#### MUS 321 PEDAGOGY II

Survey of intermediate literature and materials. Observation of lessons of upper elementary and lower intermediate students. One class and one observation per week. Prerequisite: MUS 101, MUS 215. Fall 2 hours

**MUS 322 PRACTICUM** 

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters.

Fall and spring

1 bour each semester

#### MUS 423 PEDAGOGY HI

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Corequisite: MUS 424. Spring 2 hours

#### MUS 424 PRACTICUM

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

Fall and spring

1 bour each semester

#### **MUS 425 SEMINAR/INTERNSHIP**

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

2 bours

#### MUS 256, 257 PHONETICS FOR SINGERS

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, Ecclesiastical Latin, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature.

1 bour each semester

# MUS 300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conduction patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: MUS 101; MUS 300 before MUS 301.

2 hours each semester

#### MUS 503 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

2 hours

# MUS 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching is included. Prerequisites: MUS 101. 151.

Fall

2 bours

#### MUS 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: MUS 101, 151.

Spring

2 hours

# MUS 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching is included. Prerequisites: MUS 101, 151.

Fall

2 hours

#### MUS 744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum and learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisite: IDS 100. Fall and spring 2 hours

## Church Music

#### **MUS 395 HISTORY AND LITURGIES**

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

2 bours

#### MUS 396 HYMNOLOGY

A study of the hymns of the Christian church, their history, and their function in worship.

2 hours

# MUS 397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

### MUS 934 INTERNSHIP IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours of rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Prerequisites: MUS 300, MUS 397, or permission of the instructor. May be repeated for credit to a maximum of four hours.

1 to 2 hours per semester

#### **Ensembles**

All undergraduate music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year and the student teaching semester). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All students whose principal applied study is a keyboard instrument are expected to accompany (with or without academic credit) each semester. (Note restriction on ensemble credits, page 82.)

#### **MUS 234 CHORUS**

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus.

1 hour each semester

#### **MUS 236 ACCOMPANYING**

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany (with or without credit) every semester. A two-semester class in accompanying is requisite for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible. Work in preparation of a recital for one major; of lessons and jurie examinations for two majors; of lessons and juries for four non-majors (the equivalent of four 30-minute or two 60-minute lessons); or accompanying an ensemble. Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons.

1 hour each semester

#### MUS 237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty.

1 hour each semester

#### MUS 238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled.

1 hour each semester

### MUS 239 HANDBELL CHOIR

Students interested in playing handbells must be able to read music.

1 hour each semester

#### MUS 334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only.

1 hour each semester

#### **MUS 335 PIANO ENSEMBLE**

Study of works for piano, four hands, or two pianos.

1 hour each semester

#### **MUS 434 VOCAL ENSEMBLE**

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only.

1 hour each semester

### **Applied Music**

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours	Weekly Half-	Weekly
Credit	Hour Lessons	Practice Hours
1	1	5
2	2	10
3	2	15
4	2-3	20

#### Recital

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. Pass-fail grading.

1 hour each semester

#### **MUA 290 SOPHOMORE RECITAL**

#### **MUA 390 JUNIOR RECITAL**

#### **MUA 391 LECTURE-RECITAL**

The piano pedagogy student will present a lecturerecital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

#### **MUA 490 GRADUATION RECITAL**

#### Piano

Professor Clyburn, Coordinator; Associate Professor Fogle; Adjuncts Brown, Daugherty, Jolly, Lohr, McKee, and McWilliam.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters MUA 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

#### MUA 040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transportation, chords, ensemble playing. Pass-fail grading only.

1 bour

#### MUA 041 INTERMEDIATE CLASS PIANO

A continuation of MUA 040. Additional music from the classical and popular repertoire. Prerequisite: MUA 040 or permission of the instructor. Pass-fail grading only. May be repeated for credit.

1 bou

#### **MUA 044 PREPARATORY PIANO**

Study of repertoire less difficult than that listed under MUA 144. A maximum of six semester hours of this work for credit permitted.

#### MUA 144 PIANO I

Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

#### **MUA 244 PIANO II**

Bach sinfonias, Well-Tempered Clavier, suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

#### MUA 344 PIANO III

Bach Well-Tempered Clavier, toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

#### **MUA 444 PIANO IV**

Bach Well-Tempered Clavier, chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical, romantic, impressionistic, and contemporary works suitable for graduation recitals.

#### Organ

Professor D. Lynch, *Coordinator*; Adjuncts Dopler, Downward, and M. Lynch.

#### MUA 145 ORGAN I

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgethuechelein, Dupre Seventy-Nine Chorales, works of comparable difficulty from all periods; hymn playing.

#### MUA 245 ORGAN II

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

#### **MUA 345 ORGAN III**

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

#### **MUA 445 ORGAN IV**

Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

### Harpsichord

### MUA HARPSICHORD 146, 246, 346, 446

#### Violin

Assistant Professor Garriss, Coordinator of Instrumental Music; Adjuncts Atchley, Gettes, Harnish, Kelly, Partridge, and Southwick.

#### **MUA 164 VIOLIN I**

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloay; sonatinas by Schubert.

#### **MUA 264 VIOLIN II**

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

#### MUA 364 VIOLIN III

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

#### **MUA 464 VIOLIN IV**

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Music, Speech, and Theatre

#### Orchestral Instruments

Courses are also available in the following applied studies:

MUA VIOLA 165, 265, 365, 465

MUA CELLO 166, 266, 366, 466

Adjunct Hudson

MUA FLUTE 174, 274, 374, 474

Adjunct Whitlow

MUA CLARINET 175, 275, 375, 475

Adjunct McAllister

#### Guitar

Adjunct E. Stephenson

#### **MUA 068 GUITAR CLASS**

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

1 bour each semester

Working knowledge of notes and basic chords in the first position should be established before entering MUA 168. This is often accomplished by taking Guitar Class 068.

#### MUA 168 GUITAR I

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini.

#### **MUA 268 GUITAR II**

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

#### **MUA 368 GUITAR III**

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

#### **MUA 468 GUITAR IV**

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.

#### Voice

Artist-in-Residence Powers; Adjuncts Charlton, Farrington, Goode, Hopkins, Janke-Robinson, and Thomas.

#### **MUA 154 VOICE I**

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone.

Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classiscal literature. English and Italian pronunciation.

#### **MUA 254 VOICE II**

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

#### **MUA 354 VOICE III**

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

#### MUA 454 VOICE IV

Technical work continued, stressing flexibility. Total repertory to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

### Speech and Theatre

Assistant Professor Creagh, Coordinator; Assistant Professor N. Stephenson; Adjunct Rodgers; Sound and Light Technicians Smith and Digesu.

Please refer to pages 148 and 149 regarding the majors in Speech and in Theatre as well as the concentration in Musical Theatre. Minors are also available in Speech, Theatre, and Musical Theatre. Individual contract majors in speech communications have also been approved upon request. For further information, consult the area coordinator.

Courses in Speech and Theatre may fulfill humanitiesfine arts area distribution requirements for students not majoring in these disciplines.

### Speech

The courses in speech are designed to develop skills in public and interpersonal communication, critical thinking, and the clear, logical, and creative expression of ideas. They also provide an understanding of the way communication functions in society, culture, business, and the arts.

#### SPE 150 VOICE AND ARTICULATION

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety.

### Spring 3 hours

## SPE 225 FUNDAMENTALS OF SPEECH

A basic introduction to public and interpersonal communication that stresses organization and delivery of spoken messages. Units include informative speaking, group discussion and problem-solving, use of language in 'oral style,' and the use of logic and critical thinking in persuasive communication.

Spring and fall

3 bours

#### SPE 326 THE ORAL INTERPRETATION OF LITERATURE

A course designed to teach vocal poise, expression, and clarity through oral performance of literary works. Literary theory and appreciation are also stressed. The course develops the ability to communicate literature to an audience. Units include prose, poetry, and group performance. Prerequisite: ENG 201, SPE 225, or permission of the instructor.

Spring and fall

3 bours

#### SPE 350 ORAL COMMUNICATION FOR BUSINESS AND THE PROFESSIONS

A course designed to provide students with an understanding of business and other professional organizations from a communications perspective. Some attention will be paid to developing specific speaking skills required in "career settings." Units include perception, active listening, managerial communication, group decision making, interviewing, and proposal presentation.

Spring

3 bours

#### **SPE 410 SENIOR PRACTICUM**

A project combining research in an approved area of communication studies with significant practical application (such as a major public address, performance, or internship).

1 bour

#### SPE 494 SEMINAR IN COMMUNICATIONS THEORY

An advanced course focusing on various contemporary theories of human communication. There will be an emphasis on the theoretical foundations of the study of human communication in a variety of contexts. May be repeated for credit when topics differ. Prerequisite: SPE 225 or permission of the instructor.

Fall

3 hours

#### SPE 920 PROJECT: AREA OF SPECIALIZATION

A research project, selected by the speech major in consultation with her adviser and subject to departmental approval, which will focus on her area of specialization (rhetoric, communication theory, oral interpretation, interpersonal communication, organizational communication, etc.).

1 to 3 hours

#### Theatre

#### THE 114 INTRODUCTION TO THEATRE

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

Fall and spring

3 hours

#### THE 224, 324, 424 ACTING

The theories and practical skills of the Stanislavski system are examined and applied in a laboratory setting. Warm-up technique, sense-memory work, relaxation technique, and improvisation exercises provide the foundation for beginning scene study. In the process of scene preparation, the student reads and analyzes works from the major periods of dramatic literature. As a student advances, she explores more complicated characterizations, non-realistic dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisite: THE 124 or permission of the instructor.

Fall and spring

3 hours each semester

1 hour each section

#### THE 240 THEATRE PRACTICUM

This course is designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for that assignment, attends weekly meetings, and completes a specified number of hours of work. May be taken a maximum of eight times for credit. Fall and spring

The following sections are offered:

240-1 Performance (acting, dance, music)

240-2 Scenic Construction/Scenic Design

240-3 Lighting Design/Sound Design

240-4 Publicity/Box Office and House Management

240-5 Costuming/Make-up

240-6 Stage Management/Directing

#### THE 245 STAGECRAFT

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and painting, theatre lighting and basic sound systems, and tools and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. Prerequisite: THE 124 or permission of the instructor. 3 hours Spring, even years

#### THE 315 HISTORY OF THEATRE

This course guides the student through an exploration of the cultural development of the theatre, dramatic literature, the history of dramatic theory, the principles of performance, and the techniques of production (including costuming, scenic design, and company structure), from Greek theatre to the present. Prerequisite: THE 124. Fall, even years 3 bours

#### THE 425 DIRECTING

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: The 124 and permission of the instructor. 3 bours

Spring, odd years

#### THE 495 SEMINAR IN MUSICAL THEATRE

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. Prerequisite: THE 124 or permission of the instructor.

Fall, odd years

3 bours

#### THE 920 PROJECT: AREA OF SPECIALIZATION

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization (performance, production, speech communications, business communications, etc.).

Fall and spring

1 to 3 bours

Students who wish advanced study in music, speech, or theatre should consult with the department head and arrange for it through the special studies options listed on page 89. Students may elect courses through the Cooperating Raleigh Colleges.



#### **PSYCHOLOGY**

Professor Huber, *Head*; Professor Aubrecht; Associate Professors Heining-Boynton and Hornak.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

A minor, consisting of 18 hours in psychology and including a course in statistics, is also available. See the department head for details.

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312 where either PSY 100 or EDU 234 can serve as a prerequisite.

## Requirements for a Major

A minimum of 31 semester hours in psychology, including 100, 200, and 300. At least two courses at or above the 300 level must be selected from each of the following areas:

Social (PSY 210, 212, 310, 312, 410) Clinical (PSY 120, 320, 322, 324, 420, 422) Experimental (PSY 230, 330, 332, 430, 530)

#### Curriculum

#### PSY 100 INTRODUCTION TO PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as the neurobiological basis of behavior, perception and consciousness, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

3 hours

#### **PSY 120 STRESS MANAGEMENT**

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation.

1 bour

# PSY 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-

parametric techniques, and analysis of variance. Credit will not be allowed for both PSY 200 and MAT 245.

3 bours

# PSY 210 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development.

3 hours

#### PSY 212 PSYCHOLOGY OF SEX ROLES

The understanding of women from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of women, the effects of body states on personality, psychophysiologic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles women play during their lifetimes.

3 bours

#### **PSY 230 ANIMAL BEHAVIOR**

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will be introduced to paleoanthropology, primate behavior, behavior genetics, and applied veterinary management. Typical research methods will also be discussed.

3 hours

#### **PSY 300 EXPERIMENTAL PSYCHOLOGY**

An introduction to the history, methods, art, and ethics of general experimental psychology. Two original research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. Suggested prerequisite: PSY 200.

4 hours

# PSY 310 THE PSYCHOLOGY OF CHILDREN AND ADOLESCENTS

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings.

3 hours

Psychology

#### PSY 312 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally handicapped; persons with speech, hearing, visual, and crippling health disabilities; and those with specific learning disabilities.

3 hours

#### PSY 320 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, somatoform disorders, dissociative disorders, character disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes.

3 hours

#### **PSY 322 THEORY AND PRACTICE** IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a humanistic approach; however, the student will be acquainted with other theories.

Spring 3 hours

#### **PSY 324 CONDITIONING AND BEHAVIOR** MODIFICATION

An examination of the principles of classical and operant conditioning, including reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior.

Fall 3 bours

#### **PSY 330 NEUROPSYCHOLOGY**

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena.

Fall 3 hours

#### PSY 332 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

Spring 3 hours

#### PSY 410 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attractions, selfconsistency, person perception, aggression, and altruism. Spring 3 bours

#### PSY 420 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. Fall

3 bours

#### PSY 422 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Suggested prerequisite: PSY 200. 3 hours

Fall

#### PSY 430 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers. 3 hours

Spring

#### PSY 530 MEMORY, LANGUAGE, AND COGNITION

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problems solving.

Fall 3 hours

#### SENIOR THESIS

The interested and qualifed student may elect to undertake a senior research project under the special studies option.

Students who wish to pursue individualized advanced study in psychology (e.g. advanced courses, research projects, internship experiences) may do so through the special studies options listed on page 89. Special studies have included courses in animal behavior, computer analysis of data, industrial psychology and stress management; research projects in personality, developmental psychobiology, and social psychology; and internship experiences in clinical psychology, applied behavior therapy, business, personnel, education, and many other areas.

Students may elect courses through the Cooperating Raleigh Colleges.

Religion and Philosophy

#### RELIGION AND PHILOSOPHY

Professor Page, *Head;* Professor Cochran; Associate Professor Vance; Assistant Professors O'Brien and Saunders.

The department offers a major in religion and minors in religion and philosophy.

The study of religion and philosophy is an integral part of the liberal arts curriculum. Given the understanding that human life is by nature religious, a well-rounded understanding of life should focus on the socio-cultural, theoretical, and historical manifestations of religion.

Through its programs and courses, the Department of Religion and Philosophy strives to aid students in developing analytical skills and methods for examining and understanding various religious phenomena and philosophical perspectives. Exposure to the literature, thought, practice, and divergent interpretations of religions and philosophies not only sensitizes students to the necessity of understanding people within a variety of living faith expressions, but also helps them to formulate and better understand their own perspectives. The strong emphasis on biblical studies and western religious thought reveals that a major concern of the department is to bring students to a deeper appreciation of the Judaeo-Christian heritage.

The department also wishes to assist students preparing for graduate study and/or a career. Whether the career is church related or not, a major in religion provides a solid foundation and personal depth which can lead to a variety of fulfilling vocational options.

# General Education Requirements in Religion

There are two ways to meet the general education requirement in religion (see pages 62 and 63). Students may take either

- 1. REL 101 and 102, or
- REL 100 and an advanced three-hour course in religion.

Students who take REL 101 or REL 102 may not take REL 100. Students who take REL 100 may not take REL 101 or 102.

# Requirements for a Major

A minimum of 24 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from each of the following areas:

- religion and society (REL 244, 248, 341, 342, 343)
- biblical studies (REL 262, 265, 266, 268)
- religious history and thought (REL 283, 285, 289, 381, 382, 384, 386)

REL 497 is required of all majors. At least one course in philosophy is recommended.

Requirements for a major are sufficiently flexible to provide for each student's personal development and for her choice of career preparation. Many students combine a major in religion with a second major or certification in a professionally oriented field of study.

# Curriculum Religion

Prerequisite to all other courses in religion: REL 100 or REL 101 and 102.

# REL 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken REL 101 and/or 102.

3 bours

# REL 101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A two-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time. Not open to students who have taken REL 100.

6 bours

#### **REL 244 CHRISTIAN ETHICS**

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems.

3 bours

#### **REL 248 WORLD RELIGIONS**

An introduction to the major religions of the world with emphasis on Hinduism, Buddhism, Judaism, and Islam. An examination of the concepts and practices of these religions and their scriptures in order to help students gain an understanding of and appreciation for religions other than their own.

3 hours

#### **REL 262 THE LIFE AND TEACHINGS OF JESUS**

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed.

3 bours

#### REL 265 THE PROPHETIC ELEMENT IN THE BIBLICAL TRADITION

A study of the prophetic books of the Old Testament, with attention to their contemporary value.

3 hours

#### REL 266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul.

3 bours

#### **REL 268 WOMEN AND THE BIBLE**

A study of the status of women in Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history.

3 bours

#### **REL 283 WOMEN IN THE CHRISTIAN** TRADITION

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged.

3 bours

#### **REL 285 THEOLOGY AND CONTEMPORARY** LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike.

3 hours

#### **REL 289 INTRODUCTION TO CHRISTIAN** THEOLOGY

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God. Christology, the Christian understanding of personhood, and related topics.

3 bours

#### **REL 297 CONTEMPORARY RELIGIOUS ISSUES**

Selected topics in religion.

1 bour

#### **REL 341 SOCIOLOGY OF RELIGION**

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 341.

3 bours

#### **REL 342 PSYCHOLOGY OF RELIGION**

A study of the results of psychological analysis of religious experiences.

3 bours

#### **REL 343 RELIGION AND LAW**

An analysis of the mutual concerns of religion and law in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues.

3 bours

#### **REL 381 CHRISTIAN EDUCATION**

The principles and techniques of Christian leadership. 3 bours

#### **REL 382 HISTORY OF CHRISTIANITY**

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods.

3 bours

#### **REL 384 RELIGION IN AMERICA**

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined.

3 bours

#### REL 386 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 386.

3 bours

#### **REL 497 SEMINAR**

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Reguired of majors.

3 bours

## Philosophy

#### PHI 223 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

3 bours

#### PHI 351 ANCIENT AND MEDIEVAL PHILOSOPHY

A survey of the theoretical foundations of western civilization, particularly as developed in the cultures of Greece and Rome.

3 hours

#### PHI 352 MODERN PHILOSOPHY

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought.

3 bours



#### PHI 386 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as REL 386.

3 bours

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 89.

Students may elect courses through the Cooperating Raleigh Colleges.

# SOCIOLOGY AND SOCIAL WORK

Professor Sumner, Head; Professors Judkins and Syron; Associate Professors Bishop and Zingraff, Director of Program in Sociology; Adjuncts Dawes and Morrison.

The department offers a major in sociology and a major in social work with a Bachelor of Arts degree.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

Either SOC 230 or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

# Requirements for a Major in Sociology

A minimum of 27 hours in sociology is required, 15 of which are specified: SOC 230, 374, 375, 489, and 496. At least 12 more credits in sociology must be selected.

For a minor, at least 18 hours in sociology, including SOC 230, must be completed.

# Requirements for a Major in Social Work

Liberal Arts Courses: BIO 101; SOC 230, 335, 374, 375; PSY 100, 212, or IDS 200; POL 100. (24 semester hours.)

Social Work Courses: SWK 240, 301, 302, 304, 307, 308, 401, 402, and 403. (34 semester hours.)

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work Education and prepares students for beginning professional social work practice.

Admission: Students who declare the major in social work must be formally admitted to the social work program before completing 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

The department strongly recommends that students who major in social work also meet the requirements for a major in an additional field of study.

## Requirements for a Concentration in Criminal Justice Studies

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

# Curriculum

Sociology

SOC 230 PRINCIPLES OF SOCIOLOGY
A general introduction to the field of sociology and to methods used in sociological research.

3 hours

#### **SOC 231 SOCIAL PROBLEMS**

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care, and other features of contemporary industrial society. Policies designed to address these problems are reviewed.

3 bours

#### SOC 260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures.

#### SOC 335 AMERICAN ETHNIC RELATIONS

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United States. Building on the sociological concept of a minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explored.

3 hours

#### **SOC 336 CRIMINOLOGY**

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered.

Alternate years

3 bours

#### **SOC 337 CORRECTIONS**

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem.

Alternate years

3 bours

#### SOC 338 THE FAMILY

A study of the structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems.

3 hours

#### **SOC 339 URBANIZATION**

A study of urbanization and its effect upon human life. An analysis of urban social institutions, urban places, and social adaptation to urban growth. Urban trends and problems are also examined along with various approaches to urban social planning and policy.

Alternate years

3 hours

#### **SOC 340 AGING AND RETIREMENT**

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States.

Alternate years

3 bours

#### SOC 341 SOCIOLOGY OF RELIGION

For description, see REL 341.

3 hours

#### SOC 374 SOCIAL RESEARCH PRINCIPLES

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and the requirements for effective communication and application of research. Also offered as POL 374.

Fall

3 hours

#### SOC 375 SOCIAL RESEARCH METHODS AND STATISTICS

Techniques of data collection, evaluation research, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in this course. Guidance in reviewing and writing research reports is provided. Also offered as POL 375. Spring

3 hours

#### **SOC 431 SOCIAL STRATIFICATION**

The functions of social inequality and the conditions of social justice are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of race and sex receive specific treatment.

Alternate years

3 hours

#### **SOC 489 SOCIAL THEORY**

A survey of the history of social thought, with particular emphasis on contemporary developments.

3 hours

#### SOC 496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provides a thorough experience in sociological inquiry, culminating in a major project for presentation to seminar members and invited guests. Prerequisites: SOC 374 and SOC 375.

Spring and fall

3 hours

#### Social Work

#### SWK 240 SOCIAL WORK AS A PROFESSION

An introduction to the development, knowledge, values and skills of the social work profession. Course includes a required 30 hours of volunteer work in a social agency.

3 hours

# SWK 301 THE AMERICAN SOCIAL WELFARE INSTITUTION

A study of the current American welfare system as a social institution with an examination of its European beginnings. Includes a description of the current welfare system with an analysis of its service delivery system mechanisms.

Fall

3 bours

#### SWK 302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Prerequisite: POL 100.

Spring

3 hours

#### SWK 304 SOCIAL WORK PRACTICE WITH INDIVIDUALS AND FAMILIES

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by working with individuals, families, and small groups. The development of professional communication skills is also emphasized. Prerequisites: SWK 240 and SWK 307.

3 bours

# SWK 307 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE I

Use of the systems framework for selecting and using knowledge relevant for social work practice. Emphasis on understanding individual development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Prerequisites: SOC 230, 335; PSY 100, 206; BIO 101.

3 bours

# SWK 308 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE II

A continuation of SWK 307, covering life span development. Emphasis on human development as influenced by culture, interaction with families, organizations, and communities. Prerequisite: SWK 307.

3 hours



Sociology and Social Work

#### **SWK 401 SOCIAL WORK PRACTICE** WITH GROUPS, ORGANIZATIONS, AND COMMUNITIES

The generalist model of social work practice as implemented in the context of communities, organizations and bureaucratic settings. Also an emphasis on continuing the development of professional communication skills. Prerequisite: SWK 304.

3 bours

#### **SWK 402-1 SOCIAL WORK FIELD EXPERIENCE**

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. Prerequisites: SWK 301, 304; SWK 401, prerequisite or corequisite. Fee: \$50.

10 bours

#### SWK 402-2 SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a public school setting. Prerequisites: SWK 301, 304; SWK 401, prerequisite or corequisite. Fee: \$180.

10 bours

#### **SWK 403 FIELD INSTRUCTION SEMINAR**

Students meet weekly for directed academic learning related to the integration of social work knowledge with social work practice. Students are required to complete a project demonstrating ability to evaluate their ongoing practice. Other written assignments required to demonstrate integration of knowledge and practice. Corequisite: SWK 402.

3 bours

#### SWK 405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are social work in education, social work in criminal justice, social work and the law, social work in private industry, and child welfare. As needed

1 to 4 hours

#### SWK 405-1 CHILD WELFARE

A study of children in contemporary society with an emphasis on preparing professionals who serve children to relate to them with enlightened sensitivity to their problems and potential. Topics covered include adoptions, child abuse, child neglect, permanency planning, foster care, policies and programs to serve children's needs, children in poverty, and children in single parent families.

3 hours

#### SWK 405-2 SCHOOL SOCIAL WORK

A review of social work roles in public schools with an emphasis on the professional team. Examines program approaches to delivering social services to children in public schools. An in-depth study of social work interventions for problems such as substance abuse, teen-age pregnancy, teen-age parenting, school phobia, and others. Required for certification in school social work. Spring and fall

Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or an appropriate faculty member to arrange for the special studies options listed on page 89.

Students may elect courses through the Cooperating Raleigh Colleges.



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Clemmons

## Directors-at-Large

JAYNE OSBORNE ABERNETHY, 1983 Hickory

ALICE BARNETTE BECK, 1983 Wilmington

LINDA McKINNISH BRIDGES, 1975 Mechanicsville, VA

ANNE EDGE DALE, 1977 Engelhard

VANESSA GOODMAN, 1988 Raleigh

MARY BLAND JOSEY, 1951 Raleigh

EDNA BARNES LOVELACE, 1984 Raleigh

JEANNE OLIVE, 1948 Ellerbe

MARGARET KELLY SMITH, 1965 Sanford JANE LEWIS SUTTON, 1974 Waynesville PRICE MARSH THROWER, 1966 Gastonia EMILY CAMPBELL TUCK, 1960 Louisville, KY

## Administrative Staff

DORIS ALLEN LITCHFIELD, 1954 Director of Alumnae Affairs REBECCA ASKEW, 1976 Director of Annual Giving

#### Past Alumnae Directors

MAE GRIMMER, 1914
Director 1928-64
MARGARET CRAIG MARTIN, 1930
Director 1964-70
Advance

CAROLYN COVINGTON ROBINSON, 1950 Director 1970-76 Raleigh

CLEO GLOVER PERRY, 1945 Director 1976-86 Zebulon



#### **FACULTY — 1989-90**

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

LYN G. AUBRECHT, Ph.D. (1974)

Professor of Psychology

A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State University.

REBECCA BAILEY, Ph.D. (Spring 1984)

Assistant Professor of Art

B.F.A., A.M., Stephen F. Austin State University; Ph.D., Michigan State University.

CLIFFORD BAKER, Ph.D. (Spring 1986)

Assistant Professor of Business

B.S., U.S.M.A., West Point; M.S., Purdue University; Ph.D., North Carolina State University.

RUTH BALLA, M.S. (1987)

Director of Academic Computing Instructor of Computer Science

B.S., Wilkes College; M.S., North Carolina State University.

JANET L. BERGSCHNEIDER, Ph.D. (1988)

Assistant Professor of Computer Science

B.S., M.S., Ph.D., Duke University.

VERGEAN R. BIRKIN, A.M. (1963)

Assistant Professor of Geography

A.B., A.M., University of Colorado; graduate study, University of North Carolina at Chapel Hill.

CYNTHIA BISHOP, Ph.D. (1977)

Associate Professor of Social Work

A.B., M.S.W., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro.

M. TONY BLEDSOE, Ed.D. (1981)

Associate Professor of Business

B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

MARTHA L. BOUKNIGHT, Ph.D. (1966)

Associate Professor of Mathematics

A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University.

CARSON BRISSON, Ph.D. (1989)

Registrar

A.B., Mars Hill College; M.Div., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Southern Baptist Theological Seminary.

CYNTHIA BROSS, Ph.D. (1981)

Associate Professor of Health

and Physical Education

B.S.; M.S., Fort Hays State University; Ph.D., Texas Woman's University.

CAROL BROWN, M.S. (1984)

Instructor of Physical Education

B.S., Colorado State University; M.S., Smith College.

CLARA R. BUNN, Ph.D. (1969)

Professor of Biology

A.B., Meredith College; M.S., Ph.D., North Carolina State University.

CRAVEN ALLEN BURRIS, Ph.D. (1969)

Vice President and Dean of the College

Professor of History and Politics

A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

MARIE CHAMBLEE, Ph.D. (1977)

Associate Professor of Health and Physical Education B.S., East Carolina University; M.A.T., Ph.D., University of North Carolina at Chapel Hill.

MARGARET B. CLARY, M.A. (1989)

Instructor of Education

B.S., M.A., Meredith College

GWENDOLYN CLAY, Ph.D. (1985)

Assistant Professor of Education

B.S., North Carolina State University; A.M., University of North Carolina at Greensboro; Ph.D., North Carolina State University.

JAMES L. CLYBURN, M.S. (1958)

Professor of Music

A.B., Elon College; M.S., Juilliard School of Music.

BERNARD H. COCHRAN, Ph.D. (1960)

Professor of Religion

A.B., Stetson University; B.D., Th.M. Southeastern Baptist Theological Seminary; Ph.D., Duke University; post-doctoral research, Yale University.

ALYSON W. COLWELL, M.F.A. (1984)

Assistant Professor of Dance

B.S., Pennsylvania State University; M.F.A., Arizona State University.

JACQUES COMEAUX, Ph.D. (1983)

Associate Professor of Foreign Languages

A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

JOHN W. CREAGH, Ph.D. (1984)

Assistant Professor of Speech

A.B., A.M., University of North Carolina at Chapel Hill; Ph.D. Louisiana State University.

CHARLES A. DAVIS, Ph.D. (1967)

Professor of Mathematics

B.S., M.A.M., Ph.D., North Carolina State University.

ANNIE B. ELLIOTT, M.A. (1990)

Instructor of Dance

B.A., Mary Washington College of the University of Virginia; M.A., University of California, Los Angeles.

SARAH ENGLISH, Ph.D. (1979)

Associate Professor of English

A.B., Duke University; Ph.D., University of North Carolina at Chapel Hill.

JAMES C. B. FOGLE, Ph.D. (1977)

Associate Professor of Music

A.B., Elon College; A.M., Ph.D., University of North Carolina at Chapel Hill.

ROBERT G. FRACKER, A.M. (1962)

Library Assistant, Reference

B.S., East Tennessee State College; A.M., Appalachian State University; graduate study, Duke University.

CLYDE C. FRAZIER, Ph.D. (1982)

Associate Professor of Politics

A.B., Rice University; Ph.D., University of North Carolina at Chapel Hill.

LOIS FRAZIER, Ed.D. (1954)

Professor of Business and Economics and

Director, MBA Program

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

JANET FREEMAN, M.L.S., (1984)

Librarian

A.B., University of North Carolina at Greensboro; M.L.S., George Peabody College.

PHYLLIS W. GARRISS, Mus.M. (1951)

Assistant Professor of Music

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music, the University of Rochester.

ROSALIE P. GATES, Ph.D. (1965)

Associate Professor of History

A.B., A.M., Ph.D., Duke University; post-doctoral research, Delhi University, India.

SUSAN GILBERT, Ph.D. (1966) (1976)

Professor of English

A.B., Duke University; A.M., University of Virginia; Ph.D., University of North Carolina at Chapel Hill.

ELLEN B. GOODE, Ed.D. (1976)

Associate Professor of Home Economics

B.S., Virginia Polytechnic Institute; M.S.H.E., University of North Carolina at Greensboro; Ed.D., North Carolina State University.

BLUMA GREENBERG, A.M. (1976)

Instructor of Art

A.B., Duke University; A.M., University of North Carolina at Chapel Hill.

J. CRAIG GREENE, Ed.D. (1977)

Professor of Art

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LARRY L. GRIMES, Ph.D. (1981)

Associate Professor of Biology

B.S., M.S., Ph.D., North Carolina State University.

CAROLYN B. GRUBBS, Ph.D. (1963)

Professor of History

A.B., Meredith College; M.A.T., Duke University; Ph.D., North Carolina State University.

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Professor of History

A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

ISABELLE HAESELER, M.S.M. (1956)

Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

SANDRA HANNER, M.B.A. (1987)

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B.S., University of North Carolina at Chapel Hill; M.B.A., Meredith College.

ELAINE HARBISON, M.F.A. (1982)

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B.F.A., University of North Carolina at Greensboro; M.F.A., University of Georgia.

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B.S., University of North Carolina at Charlotte; Ph.D., University of Illinois.

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DIANE R. HICKS, Ph.D. (1982)

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A.B., A.M., Sam Houston State University; Ph.D., Florida State University.

ROSEMARY T. HORNAK, Ph.D. (1977)

Associate Professor of Psychology

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R. JOHN HUBER, Ph.D. (1974)

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B.A., Kent State University; M.A., University of Vermont: Ph.D., University of New Hampshire.

ELLEN M. IRONSIDE, Ph.D. (1982)

Associate Dean for Continuing Education

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill; Institute for the Management of Lifelong Education, Harvard University.

JEAN JACKSON, Ph.D. (1983)

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JAMES R. JOHNSON, III, Ph.D. (1979)

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IONE KEMP KNIGHT, Ph.D. (1956)

Mary Lynch Johnson Professor of English

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JEROD KRATZER, Ed.D. (1986)

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ANN W. KURTZ, Ph.D. (1979)

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WILLIAM R. LEDFORD, Ph.D. (1957)

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A.B. Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

CHARLES P. LEWIS, III, Ph.D. (1980)

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ROSE J. LIPPARD, J.D. (1989)

Instructor of Business

A.B., Meredith College; M.B.A., American University; J.D., George Washington University.

W. DAVID LYNCH, D.M.A. (1969)

Professor of Music

Mus.B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music of the University of Rochester; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister Robert Noehren.

JAY D. MASSEY, A.M. (1957)

Associate Professor of Health and Physical Education B.S., University of North Carolina at Greensboro; A.M., New York University.

NAN MILLER, A.M. (1986)

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A.B., Wake Forest University; A.M., North Carolina State University.

REBECCA J. MURRAY, Ed.D. (1974)

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REBECCA S. OATSVALL, Ph.D. (1984)

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B.S., M. Acc., Ph.D., University of South Carolina.

IULIA M. O'BRIEN, Ph.D. (1989)

Assistant Professor of Religion

A.B., Wake Forest University; M.Div., Ph.D., Duke University.

CONNIESUE B. OLDHAM, Ph.D. (1988)

Dean of the John E. Weems Graduate School

Associate Professor of Business

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MURPHY OSBORNE, Ed.D. (1988)

Vice President for Institutional Advancement

B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tennessee.

ALLEN F. PAGE, Ph.D. (1973)

Professor of Religion

A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Theological Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

FRANCES McCACHERN PAGE, Ed.D. (1980)

Associate Professor of Music

A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

THOMAS C. PARRAMORE, Ph.D. (1962)

Professor of History

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BRENT A. PITTS, Ph.D. (1981)

Associate Professor of Foreign Languages

A.B., A.M., Ph.D., Indiana University; Post doctoral study, Princeton University, Ecole Supérieure de Commerce de Lyon.

JAMES W. POWERS, M.M. (1982)

Artist-in-Residence of Music

B.M., East Carolina University; M.M., Miami University.

DOROTHY K. PRESTON, Ph.D. (1961)

Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D., North Carolina State University.

A. RENEE PRILLAMAN, Ph.D. (1989)

Assistant Professor of Home Economics

B.A., Furman University; M.Ed., University of Louisville; Ph.D., University of North Carolina at Chapel Hill.

ROBERT K. REID, Ph.D. (1979)

Associate Professor of Biology

B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

LOUISE REISS, Ph.D. (1982)

Assistant Professor of Foreign Languages

A.B., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill.

CAROLEIGH ROBINSON, M.F.A. (1987)

Artist-in-Residence

B.F.A., Maryland Institute College of Art; M.F.A., University of North Carolina at Chapel Hill.

JOHN A. L. SAUNDERS, II, Ph.D. (1987)

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B.S., Virginia Commonwealth University; M.Div., Ph.D., Southern Baptist Theological Seminary.

REGINALD B. SHIFLETT, Ph.D. (1978)

Professor of Chemistry

B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)

Assistant Professor of Photography

and Foreign Languages

A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

BERNICE T. SHUEY, M.B.A., C.P.A. (1982)

Assistant Professor of Business

B.S., Southwest Missouri State University; M.B.A., University of Dayton.

EVELYN P. SIMMONS, M.S. (1962)

Associate Professor of Economics

B.S., Georgia State College for Women; M.S., University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

DOROTHY J. SIZEMORE, A.M. (1980)

Dean of Students

A.B., William Jewell College; A.M., Georgetown College.

DEBORAH K. SMITH, Ph.D. (1985)

Assistant Professor of Biology

B.A., Vanderbilt University; Ph.D., University of Virginia.

DONALD SPANTON, Ph.D. (1983)

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B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

THERESA SPENCER, M.Econ. (1987)

Assistant Professor of Business

A.B., M.Econ., North Carolina State University.

LAROSE F. SPOONER, Ed.D. (1967)

Vice President of Administrative Affairs

and Executive Assistant to the President

A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University.

NAN L. STEPHENSON, Ph.D. (1988)

Assistant Professor of Theatre

B.S., M.A., Louisiana State University; Ph.D., University of Nebraska.

MARILYN M. STUBER, Ed.D., (1965)

Professor of Home Economics

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

JANET SULLIVAN, M.Ed. (1983)

Instructor of Biology

A.B., Meredith College; M.Ed., North Carolina State University.

EUGENE M. SUMNER, D.S.W., (1973)

Professor of Social Work

A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

LESLIE W. SYRON, Ph.D. (1945)

Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

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Prediploma, Justus Liebig Universitaet, Federal Republic of Germany; M.S., Ph.D., Kansas State University.

CHARLES TAYLOR, Jr., M.B.A. (1983)

Vice President for Business and Finance B.S., M.B.A., East Carolina University.

LOUISE TAYLOR, Ph.D. (1978)

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OLIVE D. TAYLOR, M.Ed. (1970)

Assistant Professor of Mathematics

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MARY L. THOMAS, Ph.D. (1982)

Associate Professor of Foreign Language

A.B., Ohio University; A.M., Ph.D., University of Michigan; post doctoral study, University of North Carolina at Chapel Hill.

SANDRA CAROL THOMAS, Ph.D. (1974)

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A.B., University of Texas; M.S., Indiana University; Ph.D., Saint Louis University.

DEBORAH TIPPETT, M.S. (1987)

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B.S., M.S., University of North Carolina at Greensboro.

BARBARA TRUE-WEBER, Ph.D. (1988)

Assistant Professor of Politics

A.B. and B.S.E., Kansas State Teachers College; M.A., University of Missouri; Ph.D., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)

Associate Professor of Music

A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music of the University of Rochester.

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Associate Professor of Religion and Philosophy A.B., Davidson College; M.Div., Southeastern Baptist

Theological Seminary; Ph.D., Emory University.

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A.B., Ph.D., University of North Carolina at Chapel Hill.

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BETTY WEBB, Ph.D.(1971) (1974)

Professor of English

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JOHN EDGAR WEEMS, Ed.D. (1972)

President

B.S., A.M., Ed.D., George Peabody College.

ELIZABETH A. WEIR, Ed.D. (1988)

Assistant Professor of Education

B.Ed., Massey University, Palmerston North, New Zealand; M.Ed., Ed.D., North Carolina State University.

SUSAN B. WESSELS, M.B.A., C.P.A.(1978)

Assistant Professor of Business and Economics

A.B., Grove City College; M.B.A., DePaul University.

RONNI D. WHITMAN, M.S. (1989)

Assistant Professor of Home Economics

B.S. Rutgers University; M.S. Interior Design, Florida State University.

BURGUNDE WINZ, Ph.D. (1978)

Professor of Foreign Languages

A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill.

RHONDA M. ZINGRAFF, Ph.D. (1979)

Associate Professor of Sociology

B.S., Virginia Commonwealth University; A.M., Ph.D., Bowling Green State University.

# PART-TIME FACULTY — 1989-90

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CHARLOTTE ABBATE, M.F.A., (1988)

Home Economics

B.F.A., Pratt Institute, M.F.A., University of North Carolina at Greensboro

BETTY ADCOCK (1983)

Writer-in-Residence

Undergraduate study, Texas Tech University; North Carolina State University; Goddard College.

SUZANNE ANDRON, M.L.A. (1988)

Home Economics

B.S., Pratt Institute; M.L.A., North Carolina State University

WILINDA ATCHLEY, Mus.B. (1987)

Music

Mus.B., Eastern New Mexico University

MAUREEN BANKER, A.B. (1988)

Art

A.B., Meredith College; Graduate study in printmaking, Villa Schifamoia, Florence, Italy.

ELIZABETH BEAM, Mus.M. (1989)

Music

Mus.B., Meredith College; Mus.M., University of North Carolina at Greensboro.

RICHARD BEATTY, M.F.A. (1989)

Art

IOHN HARRY BELL, M.F.A. (1987)

Art

B.F.A., University of North Carolina at Greensboro; M.F.A., University of Georgia.

RICHARD H. BEHRMAN, M.B.A. (1980)

Business

B.B.A., Iona College; M.B.A., New York University.

JOE BENFORADO (1988)

Art

JOCELYN BERRY, M.A. (1988)

Art

B.A., Duke University; M.A., North Carolina State University.

ROSALIE LLEWELLYN BOWERS, M.A. (1986)

English

A.B., Meredith College, M.A., North Carolina State University.

MARY STIVERS BRAINARD, M.S. (1986)

Home Economics

B.S., Iowa State University; M.S., Purdue University.

JANINE BREITENBERGER, A.M. (1988)

Foreign Languages

A.B., Sorbonne; A.M., Ohio University.

SUZANNE BRITT, M.A. (1987)

English

A.B., Salem College; M.A., Washington University.

CAROLYN BROCKWELL, M.M.E. (1989)

Music

Mus.B., Converse College; M.M.E., George Peabody College for Teachers

WILDA ESKEW BROWN, Mus.M. (1989)

Music

A.B., Berea College; Mus.M., Meredith College.

BRENDA BRUCE, Mus.M. (1979)

Music

B.M.E., Central Methodist College; Mus.M., New England Conservatory.

CATHERINE CHARLTON, M.Mus. (1987)

Music

 $B.M.,\ Trinity\ University;\ M.Mus.,\ Ohio\ State\ University.$ 

ROD COCKSHUTT, A.B. (1988)

English

A.B., Washington and Lee University.

ROBIN B. COLBY, M.A. (1988)

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BETTY H. COOK, M.H.E. (1976)

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ALICE W. DAUGHERTY, Mus.B. (1971)

Music

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KAREN DAWES, A.M. (1988)

Sociology

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JANET DOPLER, Mus.M. (1988)

Music

Mus.B., Mus.M., Meredith College.

LEWIS DOWNEY (1988)

Photography

BROCK W. DOWNWARD, D.M.A. (1976)

Music

Mus.B., Oberlin College; Mus.M., D.M.A., Eastman School of Music of the University of Rochester.

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Music

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MICHELLE F. FAULK, B.S. (1989)

Physical Education

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SUSAN FINCH, A.B. (1989)

Music

A.B., Mary Baldwin College

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Musi

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Art

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**IANE GOWER, M.S. (1989)** 

Education

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Golf

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JOSEPHINE GUGLIELMI, Ph.D. (1987)

**Mathematics** 

A.B., Duke University; M.S., Ph.D., North Carolina State University.

DAVID HANSEN, M.S.A. (Spring 1990)

Business

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MARGARET A. HARNISH, Mus.M. (1986)

Music

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LAUREE P. HOLLIDAY, M.S. (1989)

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VIRGINIA HUDSON, Mus.B. (1981)

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Business

A.B., J.D., University of North Carolina at Chapel Hill.

JENNIFER JANKE-ROBINSON, Mus.M. (1988)

Music

B.M.E., Western Michigan University; Mus.M., Florida State University.

BRENDA O. JOHNSTON, M.S. (1986)

Business

B.A., M.S., North Carolina State University.

DONNA G. JOLLY, Mus.B. (1989)

Music

Mus.B., East Carolina University; graduate study, Meredith College

CHARLES KAPSNER (1989)

Art

Studio Simi, Florence, Italy

PAMELA ANN BATH KELLY, Mus. M. (1983)

Music

Mus.B., Mus.M., University of North Carolina at Chapel Hill.

PAMELA L. LAMB. M.S. (1988)

Mathematics

B.S., M.S., Virginia Commonwealth University.

SARAH M. LEMMON, Ph.D. (1947)

History

B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

TOM LOHR, Mus. M. (1979)

Music

B.Mus., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

BEN F. LONG

Distinguished Artist, Paris

Art Students League, New York City; Botegga Anigoni, Florence, Italy.

MARILYN LYNCH, A.M. (1971)

Organ

Mus.B., Syracuse University; A.M., Eastman School of Music.

ELIZABETH McALLISTER, Mus.M. (1989)

Music

A.A., Sierra Community College; Mus.B., California State University at North Ridge; Mus.M., Louisiana State University.

MAUREEN McGREGOR, A.M. (1986)

English

B.A., University of Leeds; M.A., North Carolina State University.

RICHARD McKEE, Ph.D. (1988)

Music

Mus.B., Birmingham-Southern College; Mus.B., Mus.M., Manhattan School of Music; M.A., Ph.D., University of North Carolina at Chapel Hill.

Part-Time Faculty
Faculty Emeriti

KAREN McWILLIAM, Mus.M. (1989)

Music

Mus.B., Meredith College, Mus.M., University of North Carolina at Chapel Hill.

PATRICK MACAULEY, M.S. (1989)

Business

B.S., Ohio State University; M.S., University of Hawaii.

JULIA MACK, Ph.D. (1988)

Foreign Languages

A.B., University of Puerto Rico; M.A., University of Southern Californa; Ph.D., University of Puerto Rico.

THOMAS MEADERS, Ph.D. (1990)

Computer Science

B.S., M.S., New Mexico State University; Ph.D., University of Alabama.

MANLEY MIDGETT, M.S. (1987)

Education

B.S., M.S., University of North Carolina at Chapel Hill.

MICHAEL NOVAK, Ph.D. (1987)

History

A.B., Denison University; A.M., Ph.D., Harvard University.

MARTA PARTRIDGE, Mus.B. (1981)

Music

Mus.B., New England Conservatory.

MICHELLE E. PIETTE, M.S. (1989)

Physical Education

B.S., M.S., University of Wisconsin at LaCross.

CAROL RICHARD, M.A. (1989)

Dance

B.A., M.A., University of Michigan at Ann Arbor.

NANCY RIVA-PALACIO, A.M. (1979)

Music

A.B., Westhampton College; A.M., Columbia University; Certificat d'Etudes, Sorbonne, University of Paris.

CATHERINE BLAND ROGERS, M.F.A. (1988)

Speech and Theatre

B.A., Meredith College; M.A., Wake Forest University; M.F.A., University of North Carolina at Greensboro.

MARY B. SHERWOOD, M.A. (1989)

Education

B.A., M.A., University of North Carolina at Chapel Hill.

LYNN SMITH, M.S.R.S. (1989)

Sociology

A.B., Alderson-Broaddus College; M.S.R.S., North Carolina State University.

RACHEL SMITH, Th.M. (1987)

Religion

A.B., Meredith College; M.Div., Th.M., Southeastern Baptist Theological Seminary.

EDYTHE STANISLAW, M.S. (1985)

**Mathematics** 

A.B., Geneva College; M.S., Oklahoma State University.

VIRGINIA STEINMETZ, Ph.D. (1986)

English

A.B., Wheaton College; A.M., Temple University; Ph.D., Duke University.

EDWARD STEPHENSON, B.Mus. (1987)

Music

B.Mus., North Carolina School of the Arts.

SHERRY B. TAYLOR, M.A. (1989)

Dance

B.A., M.A., Appalachian State University.

SALLY ZEIGLER THOMAS, Mus.M. (1983)

Music

Mus.B., Meredith College; Mus.M., Ohio State University.

PAMELA WHITLOW, Mus.B. (1977)

Music

Mus.B., Southern Illinois University.

PATRICIA N. WILLOUGHBY, M.Ed. (1989)

Education

A.B., University of North Carolina at Chapel Hill; M.Ed., Meredith College.

PAUL M. ZIPIN, Ph.D. (1982)

Business

A.B., Temple University; A.M., Pennsylvania State University; Ph.D., University of Connecticut.

#### FACULTY EMERITI

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HELENA W. ALLEN, M.Ed. (1952)

Assistant Professor of Health and Physical Education B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)

Associate Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

HAZEL BAITY, A.B., in L.S. (1941)

Librarian

A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

JOE BAKER, A.B. (1966)

Vice President for Administrative Affairs

A.B., Mississippi College.

MARIE CAPEL, M.Ed. (1971)

Director of Career Services

A.B., George Washington University; M.Ed., North Carolina State University.

ROGER H. CROOK, Ph.D. (1949)

Professor of Religion

A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; post-doctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

JANE G. DEESE, A.M. (1945)

*Technical Services Librarian* A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

HARRY K. DORSETT, A.M. (1941)

Associate Professor of Education

A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

JAMES H. EADS, JR., M.S. (1958)

Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

SUZANNE FREUND, Ph.D. (1947)

Associate Professor of Foreign Languages

Ph.D., University of Heidelberg.

KAY ANN FRIEDRICH, M.P.H. (1967)

Instructor of Home Economics

B.S., Michigan State University; M.P.H., University of North Carolina at Chapel Hill.

HELEN JONES, A.M. (1969)

Instructor of English

A.B., A.M. University of North Carolina at Greensboro.

MARY BLAND JOSEY, M.Ed. (1953)

Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

SARAH McCULLOH LEMMON, Ph.D. (1947)

Professor of History

B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARGARET C. MARTIN, A.M. (1953, 1964)

Director of Alumnae Affairs

A.B., Meredith College; A.M., Columbia University.

MARIE MASON, Ph.D. (1969)

Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

STEWART A. NEWMAN, Th.D. (1973)

Professor of Philosophy

A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; post-doctoral study; Duke University, Northwestern-Barrett, University of Rochester.

CLEO G. PERRY, A.B. (1975)

Director of Alumnae Affairs

A.B., Meredith College.

DOROTHY QUICK, B.S. (1970)

Circulation Librarian

B.S., East Carolina University.

NORMA ROSE, Ph.D. (1937)

Professor of English

A.B., Meredith College; A.M., University of North Carolina at Chapel Hill; Ph.D., Yale University.

EVELYN SIMMONS, M.S. (1962)

Associate Professor of Economics

B.S., Georgia State College for Women; M.S., University of Tennessee.

CHARLES R. TUCKER, Ph.D. (1966)

Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

LEONARD WHITE, A.M. (1964)

Associate Professor of Art

A.B., A.M., University of North Carolina at Chapel Hill.

INGE WITT, A.B., (1976)

Adjunct Instructor of Music

A.B. Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

BETTY JEAN YEAGER, A.B. (1948)

Faculty Secretary

A.B., Meredith College.

#### **ADMINISTRATION**

The date in parentheses indicates the year in which the individual joined the Meredith administration.

# Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)

President

LaROSE F. SPOONER, Ed.D. (1967)

Executive Assistant to the President

JOE R. BAKER, A.B. (1966) Assistant to the President

SHARON H. WOODLIEF, A.B. (1972)

Administrative Secretary

MARTHA C. HARRELL (1979)

Administrative Secretary

SARAH McCULLOH LEMMON, Ph.D. (1947) Professor Emeritus and College Historian

# Office of the Vice President for Administrative Affairs

Larose F. Spooner, Ed.D. (1967) Vice President

#### **Publications**

CAROLYN C. ROBINSON, A.B. (1958) College Editor and Director

CAROLYN J. HILL, A.B. (1987)

Publications Specialist

**IOANNE COTA (1987)** 

Secretary

#### Public Relations

IEANNIE S. MORELOCK, B.A. (1988)

Director

JOANNE COTA (1987)

Secretary

#### Academics

#### Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969) Vice President and Dean of the College

ANNE E. PICKARD, A.A. (1974)

Administrative Secretary

MARGARET BALLARD (1988)

Secreetary to the Faculty

CHRISTINA BOWMAN (1990)

Secretary to the Faculty

ADRIENNE DYSON (1990)

Secretary to the Faculty

DOTTY LOU GANDY (1979)

Secretary to the Faculty

CLETA JOHNSON (1988)

Secretary to the Faculty

MELANIE LOWE (1988)

Secretary to the Faculty

NELL MegLAUGHLIN (1985)

Secretary to the Faculty

NANCY S. MOORE (1985)

Secretary to the Faculty

ALYCE PARKER-TOWNSEND (1986)

Secretary to the Faculty

GRACE BROCK (1987)

Secretary to the Faculty

REGINA ROWLAND (1988)

Secretary to the Faculty

#### Office of the Registrar

CARSON BRISSON, Ph.D. (1967)

Registrar

SUE TODD, A.B. (1968)

Assistant Registrar

SALLY CAMPBELL (1989)

Records Secretary

REBECCA COBLE (1989)

Records Secretary

MICHELLE FISH (1990)

Records Secretary

MARIORIE NEWLIN (1989)

Records Secretary

#### Library

JANET L. FREEMAN, M.L.S. (1984)

College Librarian

EDWARD M. WALLER, M.S.L.S. (1986)

Technical Services Librarian

SUSAN SOUIRES, M.L.S. (1988)

Reference Librarian

JOHN W. KINCHELOE, III, M.A. (1985)

Media Specialist

JUDITH L. SCHUSTER, M.S.L.S. (1980)

Assistant Reference Librarian

DIANA McCLUNG, B.A. (1987)

Circulation Supervisor

CYNTHIA L. BOWLING, B.F.A. (1990)

Cable Administrator

ROBERT G. FRACKER, A.M. (1962)

Library Assistant, Technical Services

ALICE McNEIL (1976)

Library Assistant, Technical Services

GERALDINE SARGENT (1978)

Secretary

MARGARET SEXTON (1975)

Library Assistant, Technical Services

FRANCES HANNAH (1977)

Library Assistant, Technical Services

CAROL SMITH, M.M. (1981)

Library Assistant, Music Library

C. RICHARD McBANE, IR. (1986)

Library Assistant, Media Services

#### Continuing Education

ELLEN M. IRONSIDE, Ph.D. (1982)

Associate Dean for Continuing Education

ANNE C. DAHLE, M.Ed. (1972)

Director, Re-Entry Program and Assistant to the Dean

E. PAGE POTTER, J.D. (1987)

Director, Legal Assistants Program

PENELOPE W. AUGUSTINE, M.Ed. (1988)

Director, Enrichment Program

SANDRA C. CLOSE, A.B. (1987)

Re-Entry Assistant

BETTY M. BASS (1982)

Continuing Education Secretary

GRACE BROCK (1987)

Continuing Education Assistant

#### **Graduate Studies**

MARY S. JOHNSON, Ed.D. (1980) Dean of the John E. Weems Graduate School CARROL B. SNODGRASS (1987)

Administrative Assistant

#### **Honors Program**

BERNARD H. COCHRAN, Ph.D. (1960) Coordinator

#### **International Studies**

BETTY WEBB BREWER, Ph.D. (1974)
Coordinator

#### **Academic Computing**

RUTH ANN BALLA, M.S. (1987) Director LORI WOODRUFF (1990) Secretary

# Business and Finance Office of the Vice President for Business and Finance

CHARLES E. TAYLOR, JR., M.B.A. (1983) Vice President

ANNE C. PUGH, A.B. (1977)

Administrative Secretary

#### Financial and Benefits Services

WILLIAM F. WADE, Jr., B.S., C.P.A. (1986)
Controller

VICKI GAVIN, B.S.(1988) Accounts Payable Clerk

HEATHER D. POLLARD, A.B. (1983)

Payroll Technician

BONNIE FURMAN, B.A. (1986)

Personnel Specialist

PRISCILLA WOOD (1987)

Accounts Receivable Clerk

#### Information Services

GLENWOOD SANDERSON (1981)

Manager

KATHERINE KESTERSON (1988)

Systems Engineer

#### **Campus Activities**

MARIE MASON, Ph.D. (1969) Coordinator

#### **College Store**

DRU M. HINSLEY, A.B. (1953)

Manager

RUTH L. GOWER (1959)

Assistant Manager

MARY ANN REESE, B.S. (1984)

Textbook Manager

FRANCES GILLIS (1973)

Store Clerk

#### Central Services and Printing

LESIA GOODWIN (1979) Supervisor

#### **Environmental Services**

A. CLARK SUTTLE, B.S. (1988) *Manager* 

MARY W. LILES (1960)

Senior Housekeeping Supervisor

JESSICA LaMONDA (1984)

Housekeeping Supervisor

LON AVENT (1972)

Electrician

LEE ADAMS (1978)

Grounds Supervisor

**NELLIE PENNINGTON (1966)** 

Environmental Services Coordinator

#### **Maintenance Staff**

GEORGE ASHOO
GALDINO AVILA
ROBERTO AVILA
FRANK BERRY
JOE B. BROWN
SYLVESTER CORNEY
RICKY A. DUNNING
THOMAS EDMONDSON
WILLIAM FINCH

CYNTHIA HOUGH

JEFFREY HUNTER
DAVID JOHNSON
JAMES JONES
WILLIE KING
HOMER LILES
DAVID A. McLEOD
CHARLES MASON
ALFREDO MENDEZ
DARNELL SMITH
J. PATRICK WOOD

#### Housekeeping Staff

MARY ELIZABETH BELL CRAIG BRIDGES BETTIE BURRELL DORIS CLINTON WILLIAM COOPER MARGARET GIBSON ADA GREGORY EDNA GREGORY LULA HARRELSON REATHA JEFFERIES
RUTHLENE JOHNSON
RUTH OWENS
LUCRETIA PETERSON
BARBARA ROBINSON
LOIS ROWLAND
MAMIE SANDERS
NAOMI SANDERS
ANNIE RUTH SMITH
RUTH WILKERSON

#### Food Services (ARA)

MIKE BELLEFEUIL
Manager

WILLIE HOWARD

#### Post Office

ELIZABETH CURRIN, A.B. (1987) Postal Supervisor CECELIA MILLER (1988) Information Services Assistant

#### Security

Secretary

DANIEL G. SHATTUCK (1972) Chief JANICE SHATTUCK (1974)

#### **Security Staff**

W. W. ADAMS
DONALD APPLEFORD
WORTH BAILEY
WILLIAM GRINER
SHERWOOD JONES
V.C. MEDLIN
THURMAN METHENY

TIMOTHY MORRIS BETTY POLLARD ROBERT SHATTUCK CHARLES SOCKELL EMILY SOCKELL THERESA SMITH

#### Communications

VIRGINIA KEMP
Communications Supervisor
ANGELA GOUGE
Customer Service Representative
ROSEMARIE SORRENTINO
Switchboard Supervisor

# Student Development Office of the Vice President for Student Development

SANDRA C. THOMAS, Ph.D. (1974) Vice President MARY ANN BEAM, A.A. (1988)

MARY ANN BEAM, A.A. (1988) Administrative Secretary DIANA KUTZMAN (1990) Office Assistant

#### Office of the Dean of Students

DOROTHY J. SIZEMORE, M.A. (1980) Dean

JANICE McCLENDON, A.B. (1983) Director of Housing

BECKY BRADSHAW, B.A. (1988) Residence Director

PAULA DANIELS, B.A. (1990)

Residence Director

PATRICIA GREICO (1990)

Residence Director

LIBBY MULLINNIX, B.M. (1987)

Residence Director

MARGE STEVENS (1986)

Residence Director

ELIZABETH WEBER (1987)

Residence Director

ANNIE RUTH TEW, A.A. (1988)

Office Assistant

#### Office of Admissions

SUE E. KEARNEY, A.M. (1966) Director

SALLY L. DAVIS, B.A. (1986)

Associate Director

JEANNE S. COLEMAN, B.S. (1988)

Assistant Director

J. ELIZABETH FLYE, B.A. (1990)

Admissions Counselor

JAN M. POINDEXTER, B.A. (1990)

Admissions Counselor

VANESSA GOODMAN, A.B. (1989) Minority Recruitment Assistant

AMANDA W. BROOKS, A.B. (1990)

Fall Admissions Counselor

MARIBETH C. CULLOM, B.A. (1989)

MARIBETH C. CULLOM, B.A. (1989) Records Manager

PAMELA A. BENCKE, A.A. (1989) Secretary to the Director GAIL E. CLARK (1989) Processing Secretary

GLENDA J. HOFFMAN (1986)

Admissions Secretary

N. PHYLLIS RUDD, M.R.E. (1988)

Admissions Secretary

Office of the Campus Minister

SAMUEL BANKS CAROTHERS, M.Div. (1982)

Campus Minister

GAY ELLIOTT, B.A. (1983)

Secretary

Career Services and Cooperative Education

GORDON FOLGER, M.Ed. (1987)

Director

MADRA N. BRITT, M.Ed. (1989)

Assistant Director

VALERIE BRINSON GOGAL (1990)

Assistant Director

MARY ELLEN PHILEN, B.A. (1985)

Office Manager

ANNE PHILLIPS

Office Assistant

Office of Student Activities and Leadership Development

CYNTHIA ALLEN EDWARDS, Ph.D. (1987)

Director

ANNE NASH WHITE, B.A. (1990)

Assistant to the Director

MADALYN GAITO, M.A. (1990)

Program Director

Office of Scholarships and Financial Assistance

JOHN B. HIOTT, M.Div. (1968)

Director

ALBERTA HAWES (1976)

Secretary

Guidance and Counseling

GINA ROBERTS, M.A. (1988)

Director of Counseling and Personal Growth Center Director

BARBARA J. BETTINE, M.A. (1989)

Counselor

TRACY KNIGHT, B.A. (1989)

Office Assistant

**Health Services** 

RUTH PEARCE, R.N. (1980)

Director

PATRICIA BROOMHALL, M.D. (1980)

Physician

SIDNEY MARTIN, M.D. (1972)

Physician

FRONIA THACKER, B.S., R.N. (1975)

RAE YATES, R.N. (1990)

Nurse

Institutional Advancement

Office of the Vice President for Institutional Advancement

MURPHY M. OSBORNE, JR., Ed.D. (1988)

Vice President

IUDY G. ESHLEMAN (1987)

Administrative Secretary

GERALDINE W. MYERS (1978)

Secretary/Receptionist

SUZANNE C. BENNETT, A.B. (1987)

Financial Records Secretary

Alumnae Affairs

DORIS A. LITCHFIELD, A.B. (1987)

Director

HENRIETTA F. BRAUN, A.B. (1987)

Secretary

Annual Giving

REBECCA E. ASKEW, B.A. (1989)

Director

**CONNIE EDWARDS (1989)** 

Secretary

**Corporate Relations** 

SONYA WALTERS, B.A. (1990)

Director

CELESTE P. HAYES, B.M. (1989)

Secretary

Planned Giving

W. C. LYON, JR., B.S. (1984)

CELESTE P. HAYES, B.M. (1989)

Secretary

Cooperating Raleigh Colleges

ROSALIE P. GATES, Ph.D. (1981)

Director

#### **CAMPUS DIRECTORY**

JOHNSON HALL, named in memory of Livingston Johnson, is the administration building. It anchors the original campus quadrangle, built in 1925 before Meredith moved from downtown to its present West Raleigh location in early 1926.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but offer comparable bath facilities. Some rooms on these floors house three students and some house one.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls.

The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield, Charles Edward Brewer; Wiliam T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family.

BELK DINING HALL is accessible to five of the residence halls by covered breezeways. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk.

FANNIE E.S. HECK MEMORIAL FOUNTAIN was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization.

HARRIET MARDRE WAINWRIGHT MUSIC BUILDING is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat Clara Carswell Concert Hall, named in honor of Mrs. Guy T. Carswell.

JONES HALL, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 700-seat auditorium/theater, a studio theater, offices for continuing education, and a writing lab. Jones Hall was first used in 1949.

COOPER ORGAN, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

SHAW FOUNTAIN is at the front center campus near the entrance to Johnson Hall. Six water spouts control 10 water height stages and are illuminated by multi-colored lights. Named in honor of Henry M. and Blanche M. Shaw, the fountain was dedicated in 1974.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. An island stage, separated from the amphitheater by a moat, is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith.

JONES CHAPEL, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

ESTELLE JOHNSON SALISBURY ORGAN, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical-action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

MAE GRIMMER ALUMNAE HOUSE includes offices of the Alumnae Association, a bedroom suite for guests of the College, and a reception room and kitchen for social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

CATE CENTER contains the 240-seat Kresge Auditorium, student-related administrative offices, the college store, Le Greenhouse Cafe, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

SHEARON HARRIS BUILDING, constructed in 1982, houses the Departments of Business and Economics and Mathematics and Computer Science. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms and a reading room. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

GADDY-HAMRICK ART CENTER is a center for women in art. Dedicated in 1987, it houses the Frankie G. Weems art gallery, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

JOYNER HALL is a classroom building for most courses in education, English, foreign languages, history and politics, psychology, religion and philosophy, and sociology and social work. It also contains offices for faculty, a small auditorium equipped with visual aids, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

CARLYLE CAMPBELL LIBRARY is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, has open stacks, a periodical room, projection room, and private meeting rooms. The library holdings total more than 134,000 volumes and 745-plus subscription periodicals. Resources include print, microforms, film, video and audio recordings, and laser disk and computer software.

MARY E. YARBROUGH BUILDING FOR SCIENCE RESEARCH, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

HUNTER HALL, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used for experimental purposes.

CARROLL HEALTH CENTER AND RESIDENCE HALL was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students, five rooms for two and four rooms for three, two of which have a private bath and two which are joined by a bath. The eight-bed health center occupies the first floor. A nurse is in residence and a doctor on 24-hour emergency call.

CARROLL RESIDENCE HALL ANNEX houses 22 freshmen and two upperclass hall officers. Carpeted and air conditioned, Carroll provides 12 rooms for two students each and a hall bath.

ELLEN BREWER HOUSE, a residence of the Department of Home Economics, is used for its resource management practicum. Named for Ellen Dozier Brewer, member of the faculty for 57 years, the house offers all the facilities of a home-like residence, including four bedrooms and baths, a student study, an office, a living room, a family room, and a kitchen.

WEATHERSPOON PHYSICAL EDUCATION-DANCE BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, and a playing field.

MASSEY HOUSE is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

THE GATE HOUSE, built in 1989, functions in the dual role of providing a place for visitors to obtain information and of offering personnel who staff it the opportunities to assist with directions and implement security measures for the campus.

THE FAW GARDEN, MARGARET CRAIG MARTIN GARDEN, CLEO G. PERRY GARDEN, FRANKIE G. WEEMS GARDEN, THE ELVA WALL DAVIS GATE, and THE MEREDITH LAKE are areas that add beauty and interest to the campus.

#### LOCATION

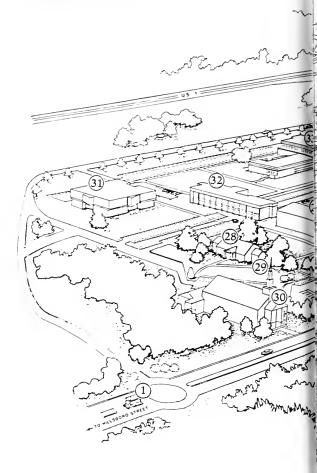
Located in central North Carolina, Raleigh, the home of Meredith College, is a growing capital city of approximately 223,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue, an I-40 connector, and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1, and on the south by Hillsborough Street, which connects with Meredith's long front drive. Appropriate highway markings guide the visitor to Meredith. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State Univer-sity. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

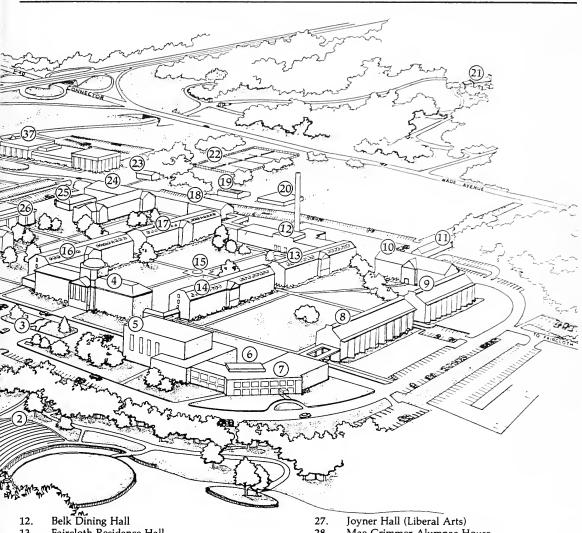
The state is proud of its scenic beauty, and Raleigh is centrally located so that both the majestic mountain ranges of western North Carolina and the long stretch of beaches in the eastern part of the state are only two to three hours from the capital city. For several years students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

#### CAMPUS MAP



- 1. Gate House (Information)
- 2. Elva Bryan McIver Amphitheater at the Meredith Lake
- 3. Shaw Fountain
- 4. Johnson Hall (Administration)
- Jones Hall (Auditorium, Studio Theater, Drama, Writing Center, Continuing Education)
- 6. Faw Garden
- 7. Harriet Mardre Wainwright Music Building (and Carswell Concert Hall)
- 8. Heilman Residence Hall
- 9. Barefoot Residence Hall
- 10. Poteat Residence Hall
- 11. Maintenance Shop





- 13. Faircloth Residence Hall
- Brewer Residence Hall 14.
- 15. Heck Memorial Fountain
- Vann Residence Hall 16.
- 17. Stringfield Residence Hall
- Carroll Health Center and Residence Hall 18.
- Security, Buildings and Grounds 19.
- 20. Carroll Annex (Residence Hall)
- Massey House (President's Residence) 21.
- 22. Tennis Courts
- Ellen Brewer House 23.
  - (Home Economics Resources Management)
- 24. Hunter Hall (Science, Home Economics)
- 25. Mary Yarbrough Research Center
- Carlyle Campbell Library 26.

- 28. Mae Grimmer Alumnae House
- 29. Margaret Craig Martin Garden
- 30. Christine and Seby Jones Chapel
- 31. Cate Student Center
  - (and Kresge Auditorium)
- Shearon Harris Business Building 32. (Business and Economics,
  - Mathematics and Computer Science)
- 33. Gaddy-Hamrick Art Center (and Frankie G. Weems Art Gallery)
- 34. Cleo Glover Perry Garden
- Frankie G. Weems Memorial Garden 35.
- 36. Golf Putting Green
- 37. Weatherspoon Physical Education-Dance Building

## **UNDERGRADUATE ACADEMIC CALENDAR 1990-91**

#### Fall Semester

Arrival of new students
Registration Mon., Aug. 20
Registration of freshmen
Classes begin at 5:30 p.m Tue., Aug. 21
Opening Convocation Mon., Aug. 27
Last day to add a courseTue., Aug. 28
Last day to drop a course without paying Tue., Aug. 28
Labor Day – no classes Mon., Sept. 3
Last day to make grading changes Wed., Sept. 19
Last day to drop with a "W" grade Wed., Sept. 19
Midterm: Autumn recess begins at 5:00 p.m Fri., Oct. 12
Classes resume at 8:00 a.m Wed., Oct. 17
Midterm reports due at noon Wed., Oct. 17
Cornhuskin': no classes after 5:30 p.m Thu., Nov. 1
Thanksgiving recess begins at 1:00 p.m Wed., Nov. 21
Classes resume at 8:00 a.m Mon., Nov. 26
Last day to withdraw from a course Wed., Nov. 28
Last day of classes
Reading Day; music juries Thu., Dec. 6
Final Examinations Fri., Dec. 7 - Sat., Dec. 15

# Spring Semester

Registration
Classes begin at 5:30 p.m Tue., Jan. 8
Last day to add a course Tue., Jan. 15
Last day to drop a course without paying Tue., Jan. 15
Martin Luther King Day - no classes Mon., Jan. 21
Last day to make grading changes Tue., Feb. 5
Last day to drop with a "W" grade Tue., Feb. 5
Charter Centennial Day
Midterm: Spring recess begins at 5:00 p.m Fri., Mar. 1
Midterm reports due at noon Wed., Mar. 6
Classes resume at 8:00 a.m Mon., Mar. 11
Easter Recess begins at 5:30 p.mThu., March 28
Classes resume at 8:00 a.m Mon. Apr. 1
Last day to withdraw from a course Fri., Apr. 19
Last day of classes Fri., Apr.26
Reading Day; music juries Mon., Apr. 29
Final Examinations Tue., Apr. 30 - Wed., May 8
Commencement Sun., May 12

#### Summer School

First session begins	. Tue., May 28
First session ends	Sat., Jun. 15
Second session begins	Mon., Jun. 17
Holiday	Thu., Jul. 4
Second session ends	Sat., Jul. 6
Third session begins	Mon., Jul. 8
Third session ends	Fri., Jul. 26



#### **CORRESPONDENCE AND VISITS**

The mailing address of Meredith College is 3800 Hillsborough Street Raleigh, North Carolina 27607-5298.
The College telephone number is (919) 829-8600.
The Meredith Fax number is (919) 829-2828.
Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.
Academic records Office of the Registrar
Admissions Office of Admissions
Adult student information Office of Continuing Education
Alumnae matters Director of Alumnae Affairs
Catalogue requests Office of Admissions
Community educational services Office of Continuing Education
Educational programs Dean of the College
Expenses Vice President for Business and Finance
Financial assistance Office of Financial Assistance
Graduate employment Office of Career Services
Housing matters Dean of Students
News items/publications Office of Public Relations/Publcations
Parents Association Director of Annual Giving
Student Employment Office of Financial Assistance
Student interests

Dean of Students
Student reports

Registrar

Summer school
Registrar

Transcripts
Registrar

Vocational testing
Office of Career Services

## **ENROLLMENT FOR 1989-90**

Fall 1989 Degree Candidates: (Bachelor of Arts, Bachelor of Science, and Bachelor of Music) Senior Junior Sophomore Freshmen Re-entry	426 334 480 398 198
Total Undergraduate	1,836
Graduate (Master of Business Administration, of Education, and Master of Music) Graduate students	Master 236
Total Degree Candidates	2,072
Other Students in credit courses	,
Students in non-credit courses	192 482
Total Enrollment, Fall 1989	2,746
Summer Enrollment, 1989	766
Students in credit courses by state: Alabama Connecticut Florida Georgia Kansas Kentucky Louisiana Maine Maryland Mississippi New Jersey New Mexico North Carolina Ohio Oregon Pennsylvania South Carolina Tennessee Texas Vermont Virginia Washington West Virginia	1 1 6 5 1 1 2 2 2 9 2 8 1 1,981 4 1 1 18 9 2 2 2 131 1 1
International students	2 204
TOTAL	2,204



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Meredith College Office of Admissions 3800 Hillsborough Street Raleigh, North Carolina 27607-5298







